DOCUMENT RESUME

ED 098 205 SP 008 565

AUTHOR Shores, Jay H.
TITLE Beneath the Tip of the Iceberg: A Report on the Professional Teacher Preparation Program of the College of Education at the University of Houston.
INSTITUTION Houston Univ., Tex. Coll. of Education.
PUB DATE 27 Nov 74
NOTE 89p.; For related documents, see SP 008 566-568

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS Career Planning; Cultural Pluralism; Educational Accountability; *Field Experience Programs; Individual Needs; *Management Systems; *Performance Based Teacher Education; Performance Criteria; Teacher Role

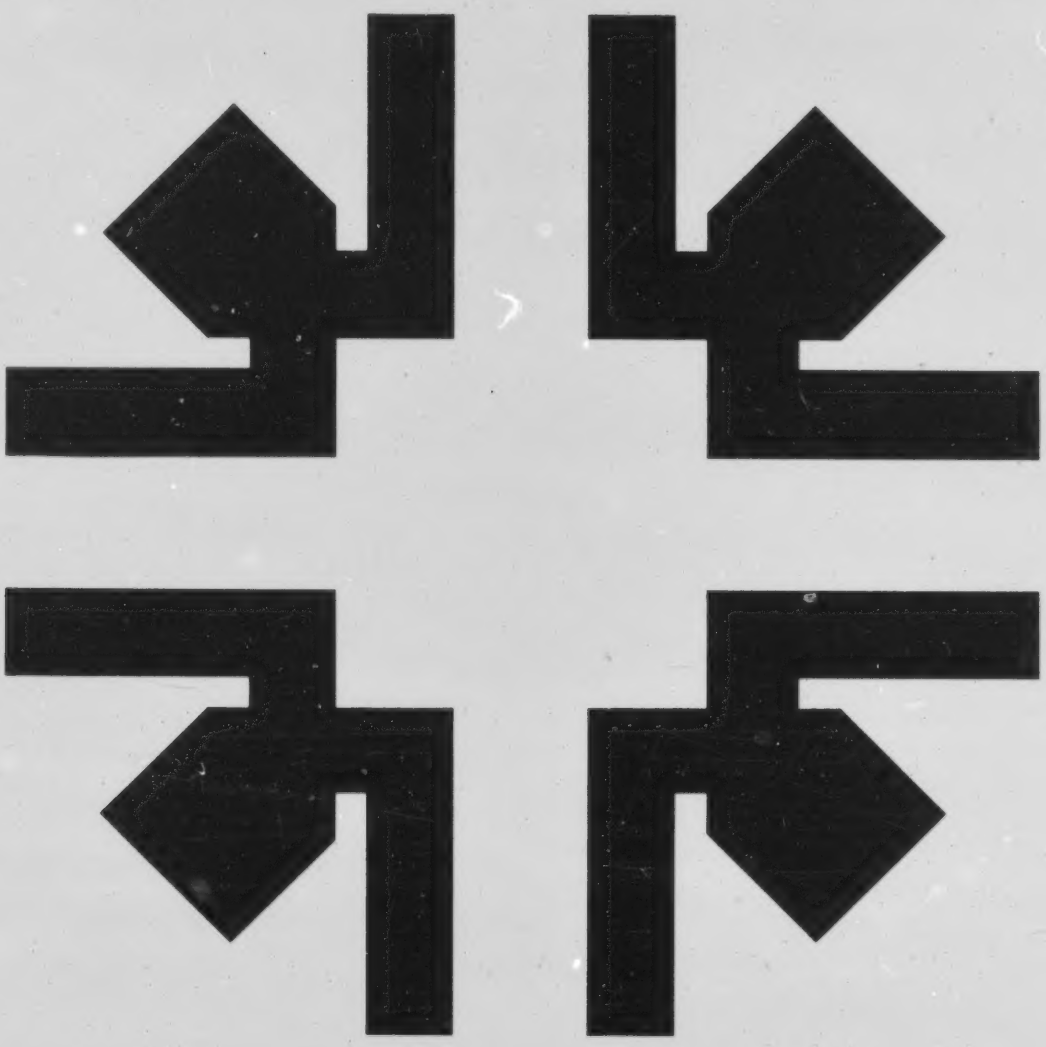
ABSTRACT

The Competency Based Teacher Preparation Program at the University of Houston and its complementary management system have evolved from a set of logically derived assumptions about the nature of teaching. The program characteristics call for a program that is founded in the reality of the teaching act, treats all of the persons involved therein as semi-autonomous individuals with their own rights and concerns, provides as far as possible for individual differences of students, and is accountable in both a fiscal and an academic sense. These global characteristics have been translated by the faculty into topical characteristics and actual program objectives and experiences (included in appendixes). The program presents reality to the student through two years of continuous field experience. The student is taught a variety of teacher roles which he may model as he begins to teach and from which he will evolve his own model of teaching behavior. The program is pluralistic in that it provides experiences in several distinct cultures. The student is also provided with a variety of personal information utilized in making initial career decisions. (Extensive appendixes describe the program, its components and objectives.) (JA)

BEST COPY AVAILABLE

105

ED 098205



College of Education
University of Houston

CS 008 563

A REPORT SUBMITTED TO THE
DISTINGUISHED ACHIEVEMENT AWARDS PROGRAM OF THE
AMERICAN ASSOCIATION OF COLLEGES OF TEACHER EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared at the Direction of the
Program Development and Implementation
Council of the Professional Teacher
Preparation Program

Prepared by: Dr. Jay H. Shores, Ph.D.
Associate Director for
Program Planning of the
Professional Teacher
Preparation Program

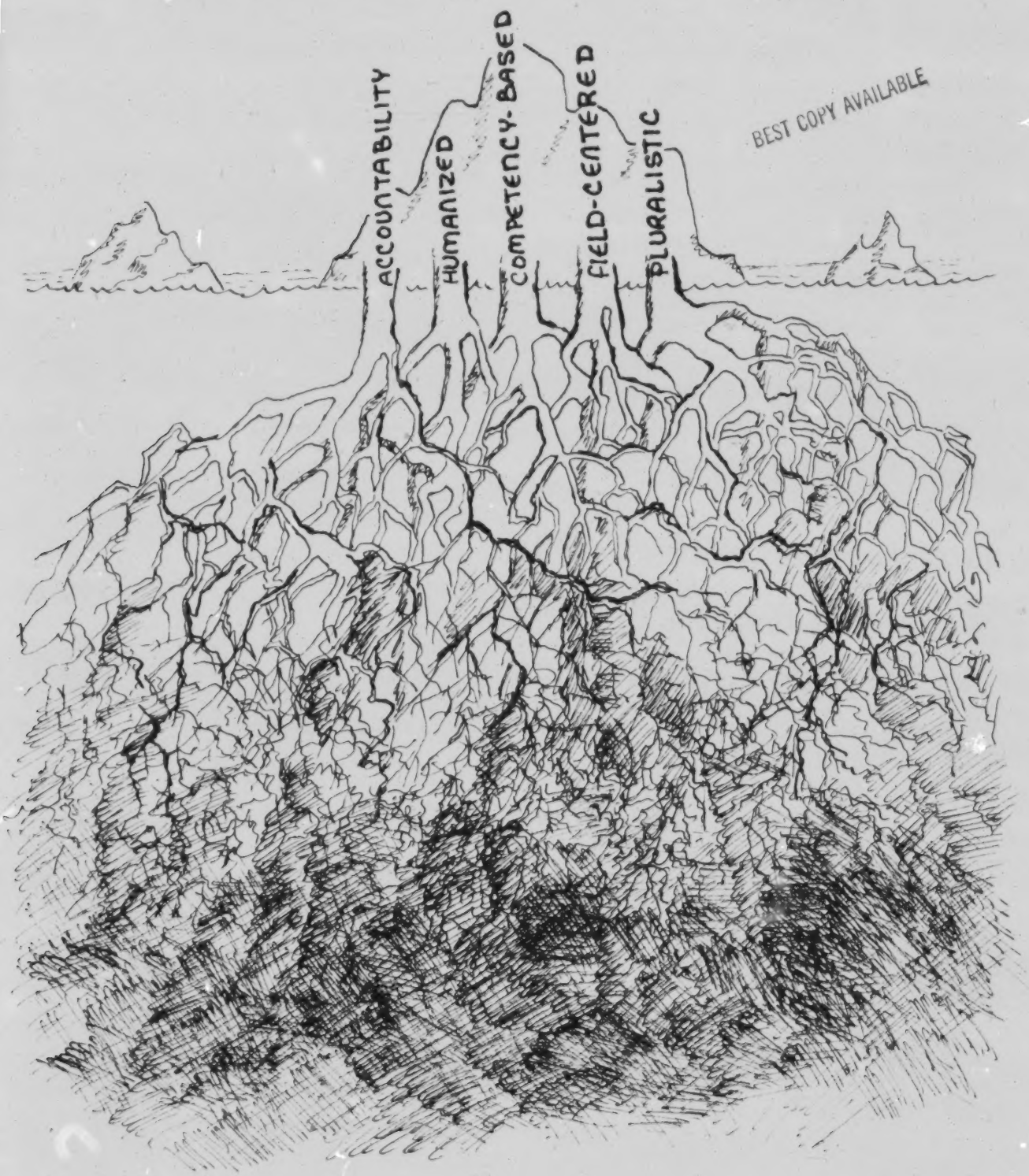
Dr. L. F. Hollis, Associate Dean for Undergraduate Studies

Dr. R. B. Howsam, Dean

November 27, 1974

BENEATH THE TIP OF THE ICEBERG:

A REPORT ON THE PROFESSIONAL TEACHER PREPARATION PROGRAM
OF THE COLLEGE OF EDUCATION AT THE UNIVERSITY OF HOUSTON



BEST COPY AVAILABLE

TABLE OF CONTENTS

Title	Location
Introduction	1
On the Formation of Iceburgs	1
Examining the Iceburg	3
On the Evaluation and Cost of Iceburgs	5
Footnotes	7
Assumptions for a Teacher Education Program	Appendix A
List of 33 Teacher Competencies	Appendix B
Sub-Objectives for 33 Teacher Competencies	Appendix B
Competency-Based Teacher Education at the University of Houston	Appendix C
Management Characteristics	Appendix D

LIST OF FIGURES

Title		Location
FIGURE ONE.	The Sources of Programatic Concerns in the Process of Schooling.....	1a
FIGURE TWO.	Evolution of a Professional Teacher Preparation Program.....	2a
FIGURE THREE.	Organizational Chart of the Professional Teacher Preparation Program.....	4a
FIGURE FOUR.	Program Development Sequencing Within the Professional Teacher Preparation Program.....	4b
FIGURE FIVE.	Dimensions of Primary Interest to the Program Related to a Specific Competency(ies)/ Experience Pair.....	6a
FIGURE SIX.	Breakdown of Each Dimension of Primary Interest to the Program.....	6b

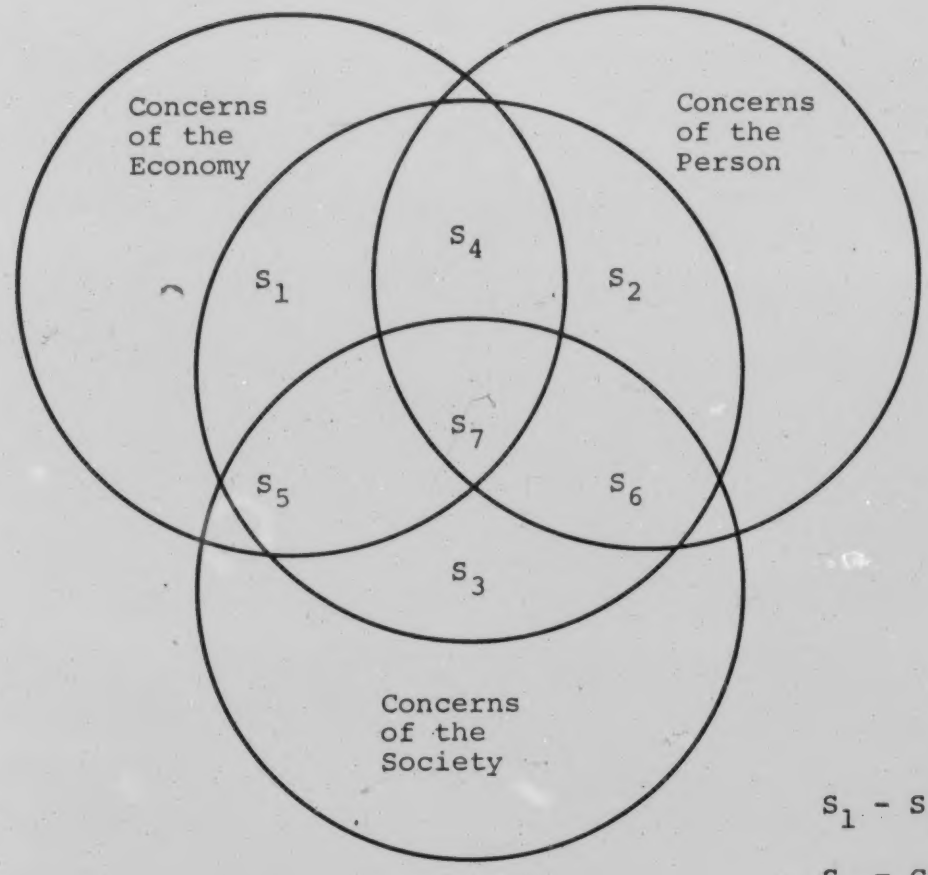
INTRODUCTION

In 1973 an NCATE review committee reported to the faculty of the College of Education at the University of Houston that their teacher preparation program was the most fully developed competency based teacher education program the committee had knowledge of. Numerous visitors and researchers have visited the program and reported on its predominate characteristics. Through their efforts and those of the faculty, the program has become known to be: Competency Based, Field Based, Humanized, Modularized, Personalized, Role Model Centered, Individuated, Regenerative, Multicultural, and Systematized. These characteristics, even when taken in unison, are not unique to the University of Houston's program.

The uniqueness of the Professional Teacher Preparation Program at the University of Houston lies in the fact that these characteristics are not descriptive of a pilot program or a limited portion of a teacher education program but a college-wide undergraduate program.

ON THE FORMATION OF ICEBURGS

Beginning in 1970 when the faculty first turned their attention to a formal analysis of the needs of a teacher as a person, a social being, and a member of an emerging profession, the foundation for the iceburg was being formed. Figure 1 summarizes the analytical process which continues to this date. The process has produced a set of assumptions for a teacher education program[2].



$S_1 - S_7$ = Concerns of Schooling

S_1 = Concerns of the Economy in Schooling

S_2 = Concerns of the Person in Schooling

S_3 = Concerns of the Society in Schooling

$S_4 = S_1 \times S_2$ interaction

$S_5 = S_1 \times S_3$ interaction

$S_6 = S_2 \times S_3$ interaction

$S_7 = S_1 \times S_2 \times S_3$ interaction

FIGURE 1. The Sources of Programmatic Concerns in the Process of Schooling.

The assumptions derived by the faculty placed their emphasis upon the personal and career related needs of the prospective teacher. This emphasis is reflected in the current program's willingness to provide personal feedback to its students[3], conduct a detailed needs assessment[4], and establish an operating and explicitly detailed Teacher Education Center[5].

During the 1970-73 school years a new program was developed at the University of Houston. The assumptions about teacher education were carefully examined when determining the characteristics of a program which would be consistent with those assumptions. Figure 2 illustrates that from the assumptions was derived a set of program characteristics and management assumptions which the faculty feels are consistent with their analysis of the concerns of schooling. The program characteristics call for a program which is founded in the reality of the teaching act, treats all of the persons involved therein as semi-autonomous individuals with their own rights and concerns, provides insofar as is possible for individual differences of students, and is accountable in both a fiscal and an academic sense. These global characteristics have been translated by the faculty into topical characteristics and actual program objectives and experiences, summarized in Appendix B[6], which presents a list of teacher competencies and brief examples of each characteristic in practice within the program.

The program which has evolved from the actions of the faculty implementing the assumptions about teacher education is different but not radical. The program presents reality to the students through extensive field experiences which begin with the first course in his professional sequence. The student is taught a

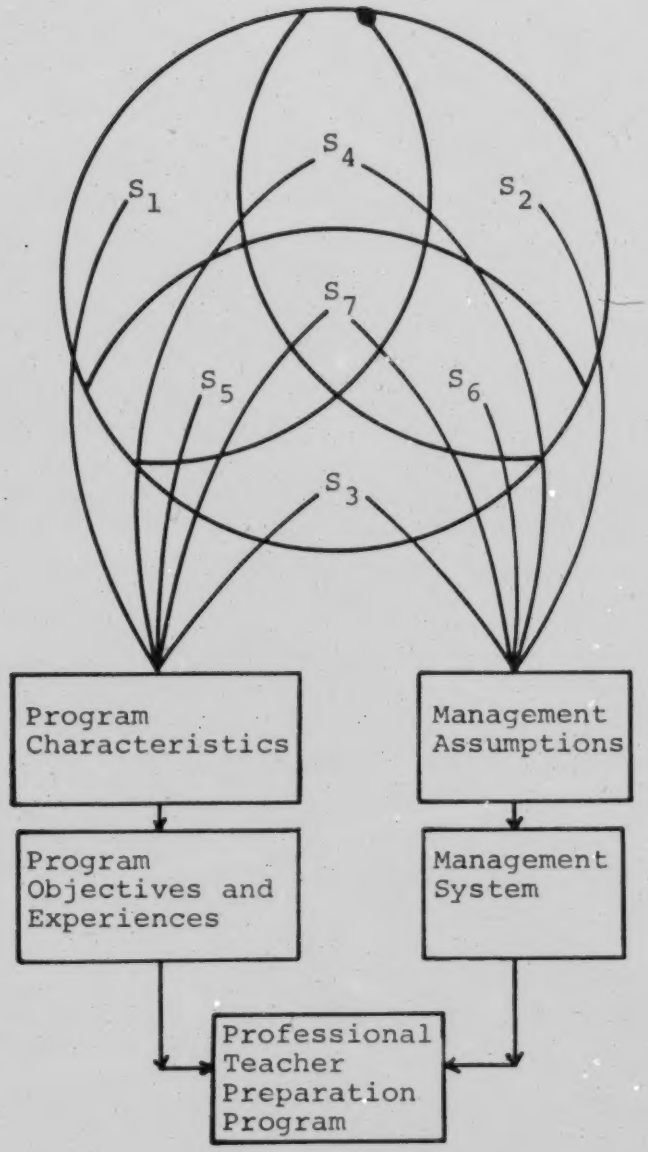


FIGURE 2. Evolution of a Professional Teacher Preparation Program.

variety of teacher roles which he may model as he begins to teach and from which will evolve his own model of teaching behavior. The program is competency based both to assure direct and accurate communication among all of those involved in the teacher preparation program and to insure that all of the teachers are able to translate their knowledge into appropriate actions. The program is pluralistic in that it provides experiences in several distinct cultures. The program provides the student with a substantial amount of personal information through the use of trained psychological counselors. The pilot program's sequence of activities are delineated in Section Four of Exhibit One[7]. The current program is also described at length in Exhibit Three[8]. A less lengthy description of the current program is presented as Appendix C[9].

EXAMINING THE ICEBURG

For the past four years the competency based teacher education program has developed at the University of Houston. In the Fall of 1973, the program was extended to encompass all entering students. With each subsequent semester the program has progressed from introductory experiences, to foundational courses, to methods courses, and will shortly extend to all of the internship experiences. As the program has expanded and matured, questions are being addressed which are unusually complex. For example, a management system was required which is uniquely suited to the program.

The management assumptions eluded to previously and pictured in Figure 2 as extending from the assumptions made about schooling were developed by the faculty[10]. These management assumptions are

designed primarily to assure that the program treats all groups and individuals who operate within it as unique and worthy entities. An examination of the management assumptions will attest to the fact that each person or group is given a degree of autonomy comensurate with its ability. The management system is designed to support the program rather than administer it. For, administrative responsibilities are assigned through active negotiation with those who have the most direct and complete information related to the administrative decisions required.

In a structural sense, the management organization is a distinct unit operating under the Associate Dean for Undergraduate Studies with its own administrators and advisory councils. As Figure 3_{11} clearly indicates, the program draws its faculty and staff from program areas within several departments based upon its perceived needs. The faculty currently involved in the program are listed in Appendix E_{12}. Also provided in Appendix E is a summary of the responsibilities of faculty members holding managerial positions. An indication of the manner in which each manager is appointed is also included for your information.

Perhaps of more import than the persons and positions within the management system is the process by which substantive changes within the program are facilitated by that system. As is shown in Figure 4, any faculty member who wishes to alter the program need only determine the changes needed, obtain the support of his area council, and present his alterations to the total program's Development and Implementation Council. Upon approval, the Council will add its recommendation to the faculty member's program alteration as it is forwarded to the College's Undergraduate Studies Committee.

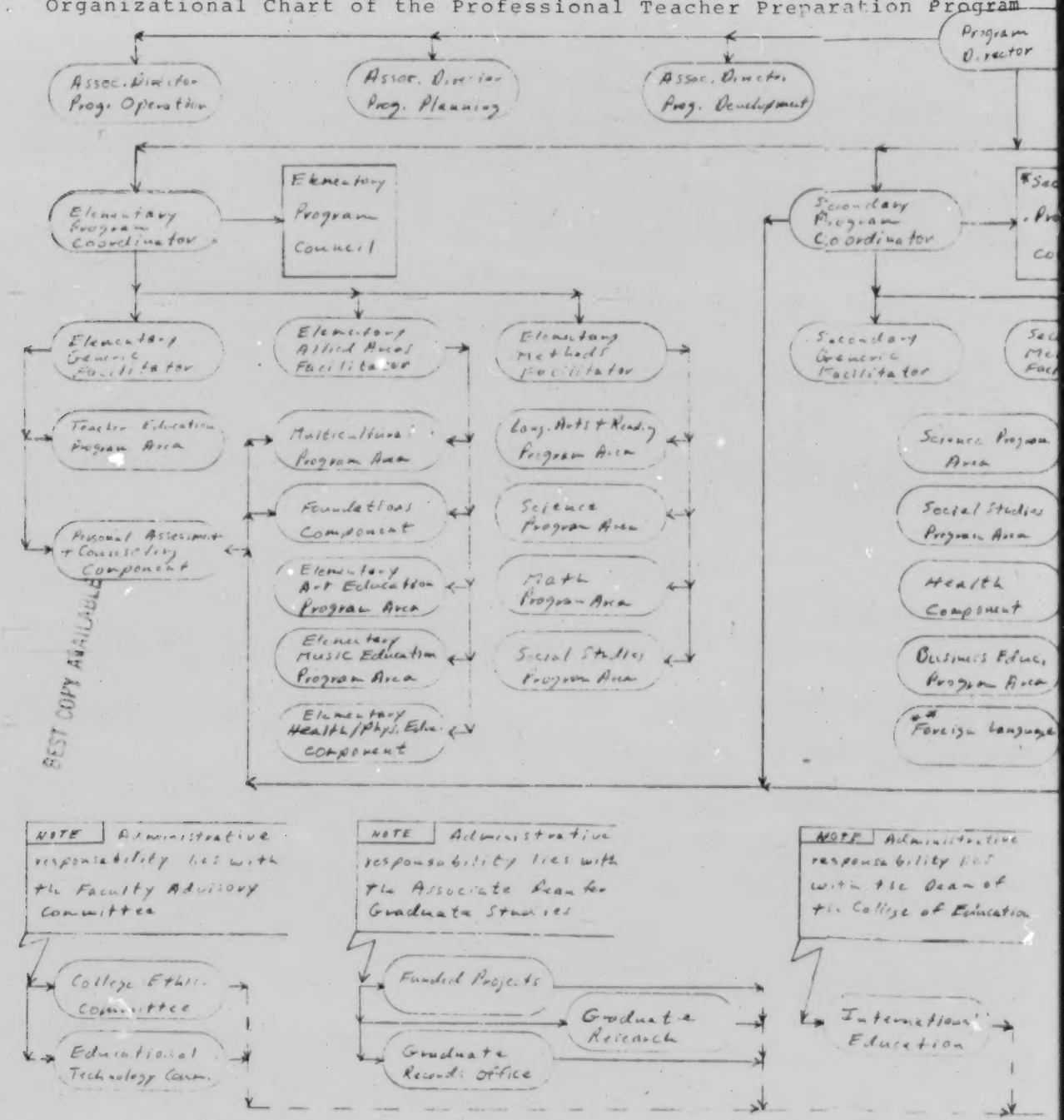
Other problems occasioned by the implementation of the college-wide program have also been addressed by the faculty. As a result of their decisions, faculty are moving through the phases of the program with the students to assure a continuity of competency evaluation and the continual presence of a faculty referant for the students. Multicultural experiences are incorporated into both the introductory and the field experiences. Psychological test batteries are taken during the initial two semesters and interpreted by trained counselors in scheduled feedback sessions. And advisement responsibilities are carried through by the professor who directs the student's initial experiences.

Other decisions have, of course, been made by the faculty regarding problems involved in integrating the many threads of the program's characteristics into whole cloth. Many of the problems remain unsolved, but answers are being actively pursued.

ON THE EVALUATION AND COST OF ICEBURGS

Exhibit One presents an evaluation of the pilot program reporting both work done by the University itself and evaluations from faculty of the Universities of Wisconsin and Texas (pp. 255-304). While these evaluations indicate the pilot program progressed toward its goals, they do not cover the college-wide program. In anticipation of the evaluative needs of the program, two courses of action have been undertaken by the College administration and the management system. A series of position papers on assessment and evaluation have been requested both nationally[13] and locally[14]. Further, the program's characteristics and management assumptions have been used as the basis for generating the data bank needs of the Professional Teacher Preparation Program. These analyses

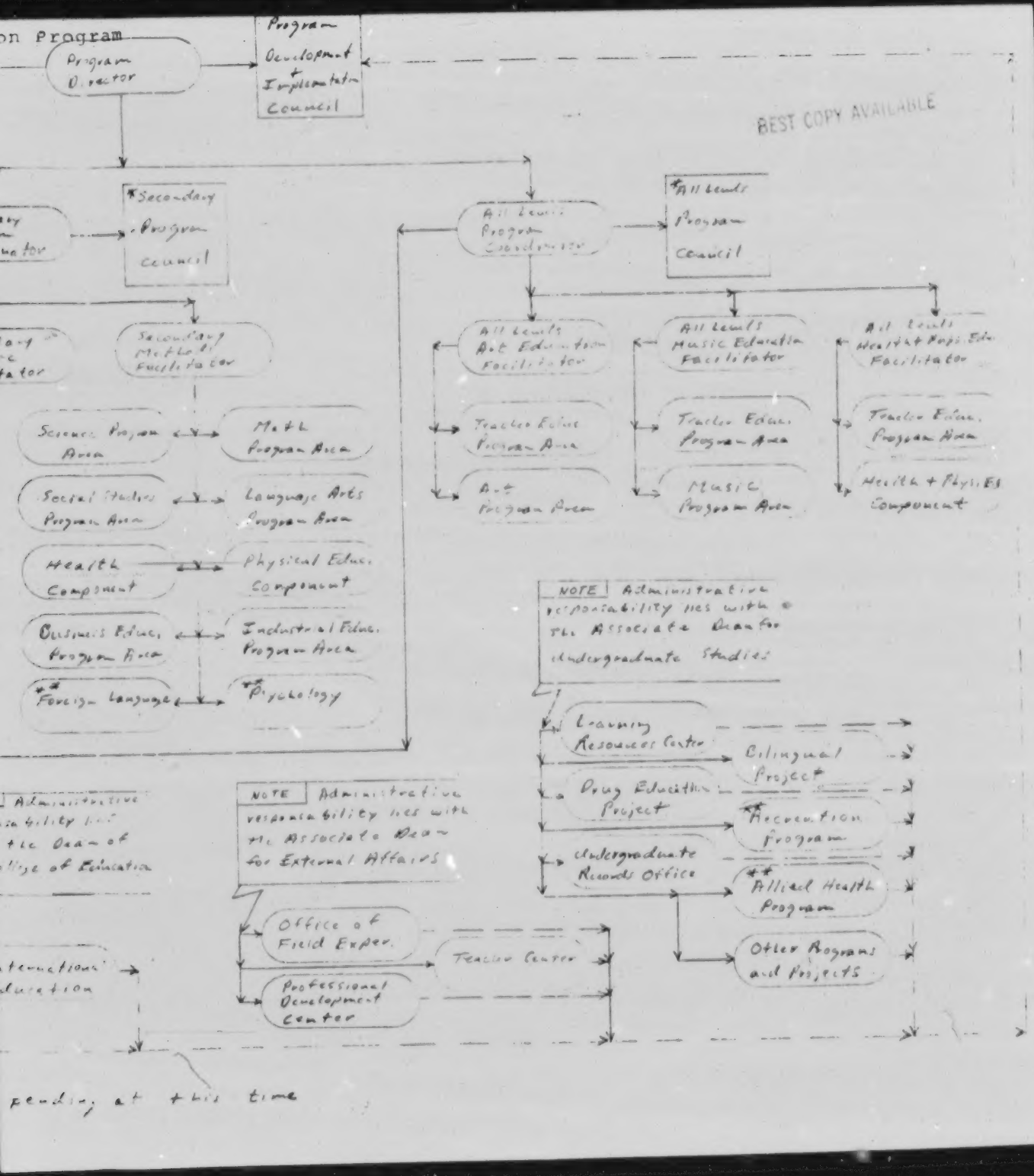
FIGURE 3. Organizational Chart of the Professional Teacher Preparation Program



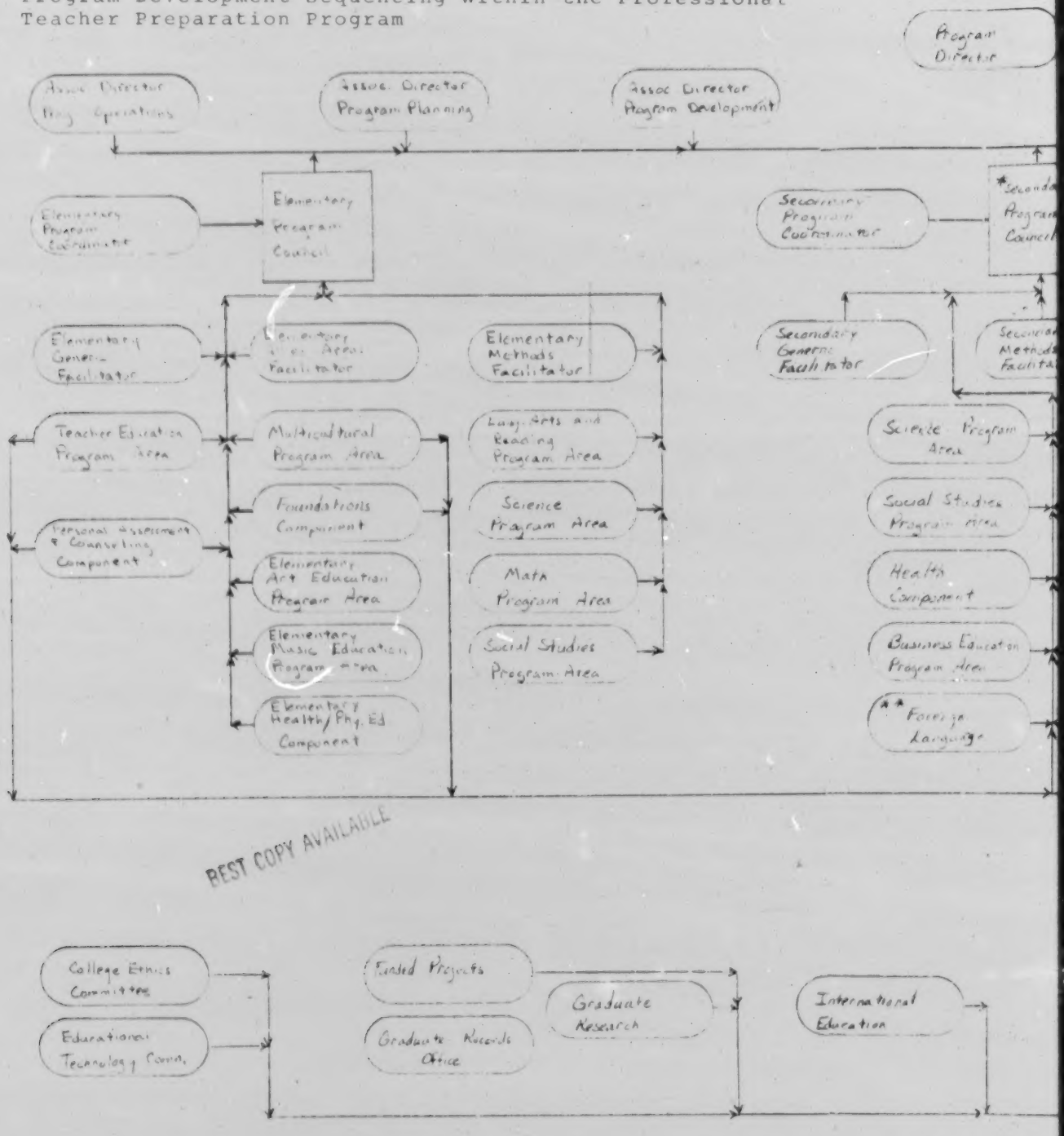
BEST COPY AVAILABLE

* = Proposed Committies ** = Programs and Areas which are pending at

BEST COPY AVAILABLE



GURE 4. Program Development Sequencing Within the Professional Teacher Preparation Program

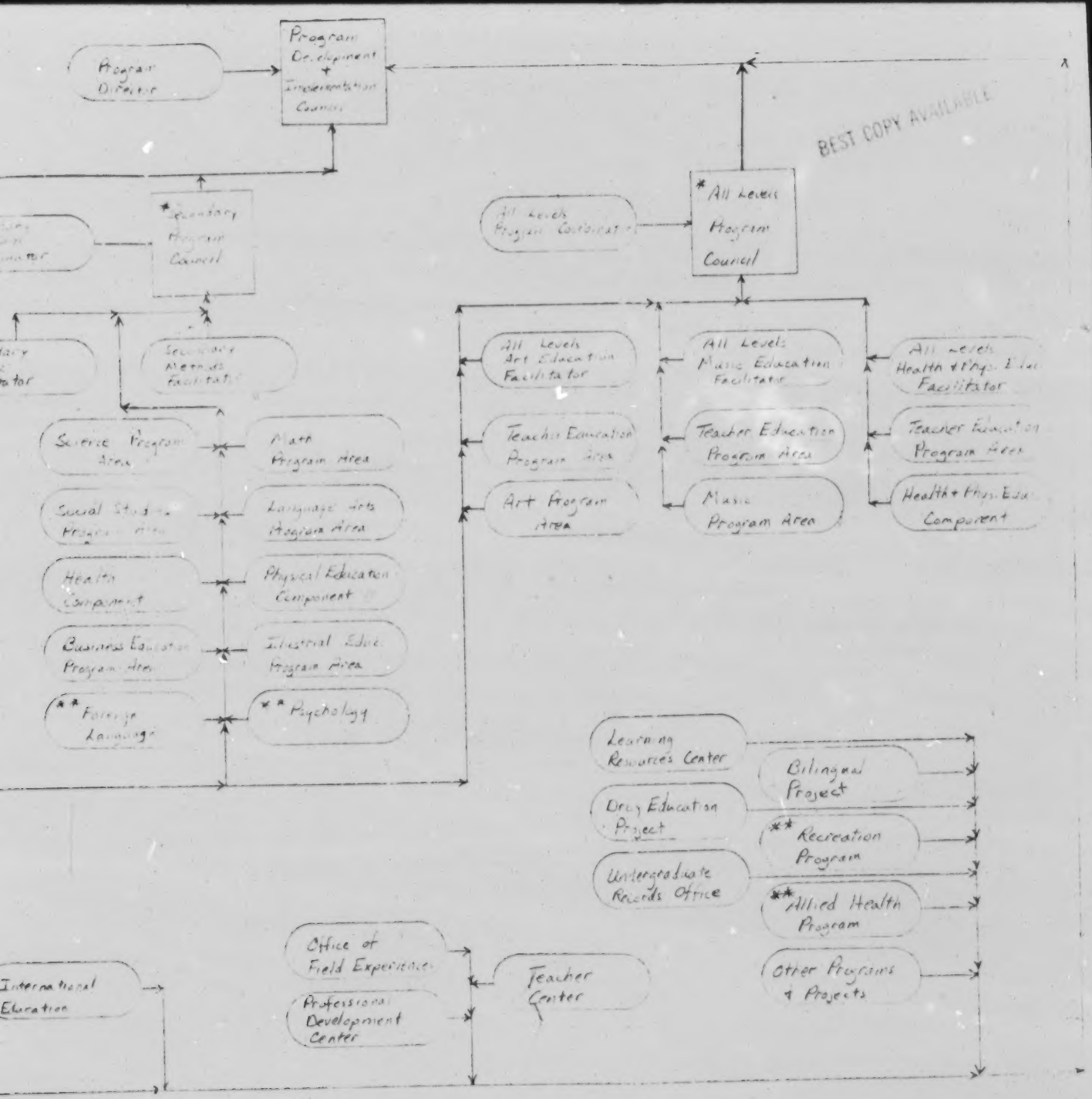


BEST COPY AVAILABLE

* = Proposed Committees

** = Programs and Areas which are pending at this time.

BEST COPY AVAILABLE



...ding at this time.

indicate that information from the program must be indexed in four dimensions for evaluative and research-based analysis. The unit of analysis will be specific pairs of competencies and experiences. As Figure 5 illustrates, every evaluation of an expected outcome provides the program with information about the student whose characteristics are known, the faculty member whose characteristics are known, the program area, and the program characteristic evidenced in that particular interaction.

The program data bank is being developed, in part, to assist in management of the program. Further, utilizing information obtained from their students, it is the faculty's intent to determine the feasibility of carrying out many of the assumptions upon which the program is based. Of particular relevance to their concerns are the variables listed in Figure 6. For, in Figure 6 a preliminary breakdown of each dimension of the data bank is presented.

A notation of the cost of the pilot programs was included in their evaluation[15]. While it is anticipated that the program will not be as expensive proportionally, with regard to the student enrollment, as was the pilot program, exact cost estimates have not yet been made. It must be noted, however, that the University of Houston's Professional Teacher Preparation Program is operating upon the same budgetary funding as other state supported teacher education programs throughout the State of Texas.

indicate that information from the program must be indexed in four dimensions for evaluative and research-based analysis. The unit of analysis will be specific pairs of competencies and experiences. As Figure 5 illustrates, every evaluation of an expected outcome provides the program with information about the student whose characteristics are known, the faculty member whose characteristics are known, the program area, and the program characteristic evidenced in that particular interaction.

The program data bank is being developed, in part, to assist in management of the program. Further, utilizing information obtained from their students, it is the faculty's intent to determine the feasibility of carrying out many of the assumptions upon which the program is based. Of particular relevance to their concerns are the variables listed in Figure 6. For, in Figure 6 a preliminary breakdown of each dimension of the data bank is presented.

A notation of the cost of the pilot programs was included in their evaluation[15]. While it is anticipated that the program will not be as expensive proportionally, with regard to the student enrollment, as was the pilot program, exact cost estimates have not yet been made. It must be noted, however, that the University of Houston's Professional Teacher Preparation Program is operating upon the same budgetary funding as other state supported teacher education programs throughout the State of Texas.

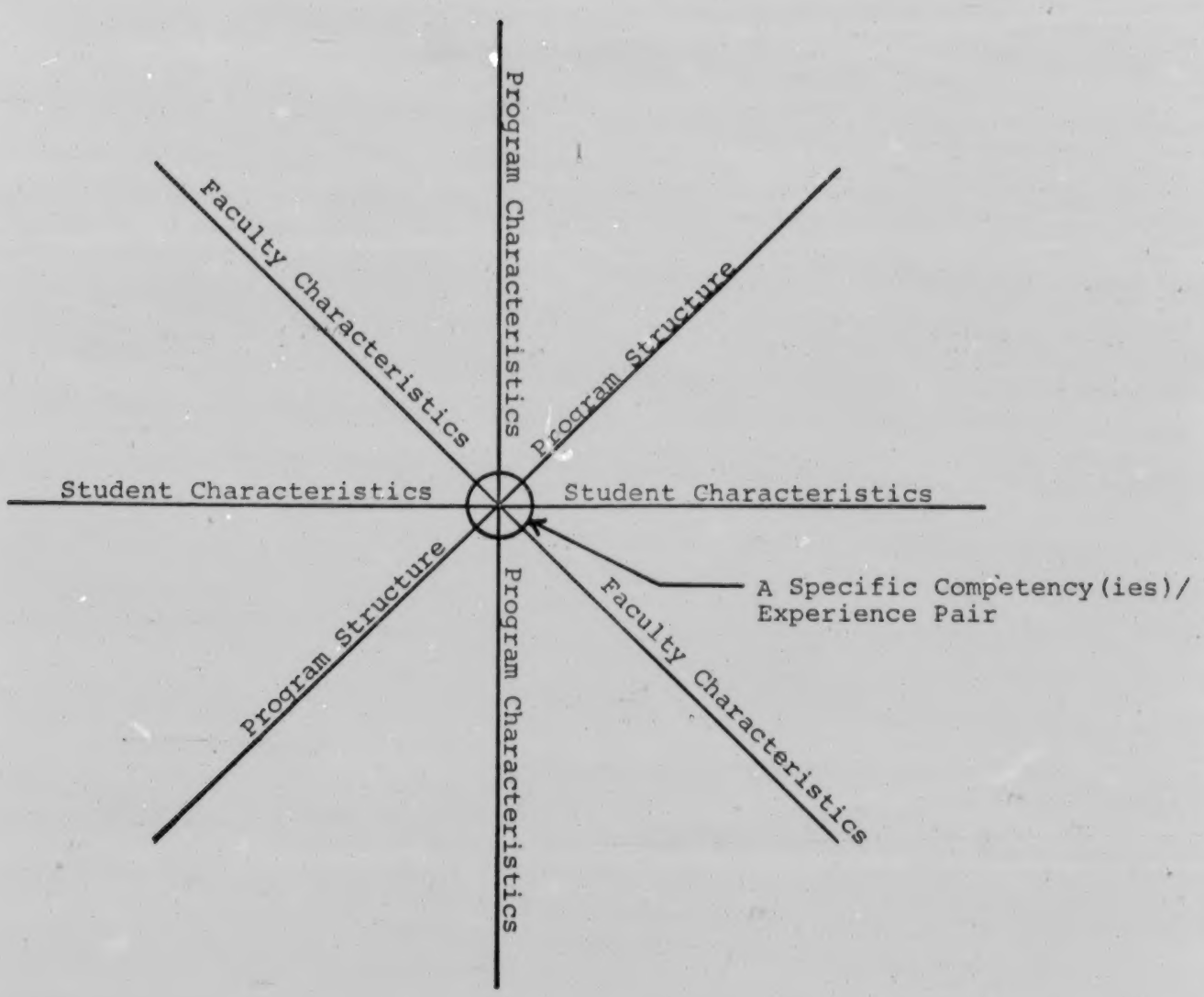


FIGURE 5. Dimensions of Primary Interest to the Program Related to a Specific Competency(ies)/ Experience Pair

Dimension One: Student Characteristics

A. Background
   1. Demographic Information - SES*, Sex*, Age*, Marital Status*, Race*
   2. Psychological Profile - 16PF*, MTAI*, OS*, WMI*, VPI*, ASD*, SRI*
   3. Intellectual Abilities - IQ*, GSI*, Academic History*, GPA*

B. Attitudes
   1. Toward schooling
   2. Toward CBTE Program Characteristics*
   3. Toward Others (Generalized)
   4. Toward CBTE Program Structure Elements*
   5. Toward Faculty*
   6. Toward Children

C. Achievement
   1. By Characteristic of the Program
   2. By Structural Area of the Program*
   3. By Characteristic of the Materials
   4. By Faculty*

Dimension Two: Program Characteristics

A. Reality Based
   1. Field Based
   2. Role Model Based
   3. Competency Based
   4. Criterion Referenced
   5. Pluralistic

B. Person Based
   1. Humanized
   2. Personalized
   3. Modularized (module as concept)
   4. Students Held Responsible

C. Individualized
   1. Multi-Instructional
   2. Instructionally Flexible
   3. Modularized (module as unit)

D. Accountable
   1. Time/Achievement Referenced
   2. Regenerative
   3. Single System with Alternatives Within It
   4. Systematized

FIGURE 6. Breakdown of Each Dimension of Primary Interest to the Program

* Data related to this variable is at least partially collected currently at the University of Houston.

Dimension Three: Faculty Characteristics

- A. Background
  - 1. Demographis Information*
  - 2. Psychological Profile*
  - 3. Intellectual Abilities*
- B. Attitudes
  - 1. Toward Schooling
  - 2. Toward CBTE Program Characteristics*
  - 3. Toward Others (Generalized)
  - 4. Toward CBTE Program Structure Elements
  - 5. Toward Students
  - 6. Toward Children
- C. Achievement (of their students)
  - 1. By Student Characteristics
  - 2. By Program Element
  - 3. By Characteristic of the Program Materials

Dimension Four: Program Structure

- A. Generic Component
  - 1. Generic Element
    - a. Generic Module.
      - (1) Generic Competency.
        - (a) Generic Criterion. - standards - conditions
      - (2) Generic Experience.
- B. Methods Component
  - 1. Methods Element - Math Ed., Sci. Ed., Social Studies Ed., etc.
    - a. Methods Module - commutative properties
      - (1) Methods Competency
        - (a) Methods Criterion
      - (2) Methods Experience
- C. Foundations Component
- D. Multicultural Component
- E. Related Areas - Child Lit., Art Ed., HPE, etc.

FIGURE 6. Breakdown of Each Dimension of Primary Interest to the Program (cont'd)

*Data related to this variable is at least partially collected currently at the University of Houston.

FOOTNOTES

1. Exhibit Three, Houston, W. R., and Jones, H. L. Three Views of Competency-Based Teacher Education: II University of Houston. Bloomington, Indiana, Phi Delta Kappa, 1974. pp. 8-16.

2. Appendix A, Assumptions for a Teacher Education Program.

3. Exhibit One, Houston, W. R., Jones, H. L., and Howsam, R. B. Restructuring Teacher Education: A Report of the Rationale, Objectives, and Activities of the Houston Teacher Center 1970-1973. August, 1973. pp. 228-235.

4. Ibid, pp. 39-51.

5. Exhibit Two, Houston Area Teacher Center: Its Purpose, Membership, Organization, and Responsibilities.

6. Appendix B, List of 33 Teacher Competencies, Sub-Objectives for 33 Teacher Competencies, and Program Characteristics.

7. Exhibit One, op cit, pp. 100-142.

8. Exhibit Three, op cit, pp. 7-16.

9. Appendix C, Competency-Based Teacher Education at the University of Houston.

10. Appendix D, Management Characteristics.

11. This structure is currently proposed to the administrative cabinet of the College of Education. While it does accurately represent the structure of the Professional Teacher Preparation Program, it will not become the formal structure until voted upon by that administrative body.

12. Appendix E, List of Faculty Currently Involved in the Professional Teacher Preparation Program, and Management Position Descriptions.

13. In March, 1974, a conference on Assessment in Competency Based Education was held at the University of Houston, the results of which will be published this December by the Multi-State Consortium on Competency Based Education.

14. Appendix F: Thompson, B. An Analysis of CBE; Daigle, M., and Molina, N. Some Issues Concerning Competency Based Education; Thompson, B. A Typological Listing of the Philosophical Assumptions of a Humanistic Competency-Based Teacher Education Program.

15. Exhibit One, op cit, pp. 28-71.

APPENDIX A

ASSUMPTIONS FOR A TEACHER EDUCATION PROGRAM

Prior to the development and implementation of any teacher education program, be it competency-based, non-competency-based or whatever, certain assumptions must be made by the developers concerning the learning process, the role of schools and society, and possible future implications for teacher education. Assumptions in this case are considered to be truths; this is, accepted statements of fact which a majority of developers would agree to. This is not to say that assumptions will remain static over a period of time or that some assumptions will not be found to be faulty. However, at the present time these statements or assumptions are accepted as facts. Assumptions then form a framework upon which a teacher education program can be built.

The following assumptions describe the relationship of learning to the teaching profession:

1. Learning is individual.

2. Learning occurs as a response of an individual to his environment in terms of his own individual needs and realities.

3. Teaching is an attempt to modify the behavior of an individual by modifying the individual's environment; or intervention.

   -Any individual may attempt to teach another.
   -He will do so with strategies which he considers as effective.

4. The teaching profession exists for the purpose of providing society with the most effective means for achieving its educational purposes.

5. Professional teachers decide upon and make interventions in terms of the validated knowledge and skill of the professions.

6. Professional teachers are accountable for the quality of their decisions and interventions.

   -This accountability is exercised through the organized profession which in turn is accountable to the broader society.

7. Teacher education is the training arm of the teaching profession, it is responsible for:

-expanding and refining the valid knowledge base of the profession.

-preparing practitioners who will teach in accordance with the ever enlarging knowledge base.

In addition to the assumption stated above concerning the relationship of learning, teaching, and teaching professions, there are a number of other assumptions which might be considered in the development of teacher education program. These assumptions can be categorized under five different groups.

1.1. Personal or learning assumptions

1.2. Societal assumptions

1.3. Assumptions about the schools

1.4. Programatic assumptions about the schools

1.5. Assumptions about teacher education.

1.1 Personal or learning assumptions

a. There are many similarities between the student learning in a nursery, elementary, or high school and prospective teachers entering or involved deeply in a teacher education program. Each student and prospective teacher typically enters a learning environment with the unique set of interests, abilities, and learning styles.

b. Individuals tend to learn more effectively if they possess positive attitudes toward themselves and their neighbors.

c. Liking yourself is a prerequisite to liking others.

d. An individual tends to best utilize change if he has a great deal of awareness about himself and the way he learns, and has developed skills in planning and evaluating for his own learning.

e. Ambiguity tends to be a deterent for some and a facilitative element for others in learning.

f. Learning tends to increase if the outcomes are perceived by a learner as functional.

g. Individual learning tends to be enhanced as long as instruction is perceived as relevant to his specific needs satisfaction.

h. Learning tends to be enhanced if success is reached by the learner.

i. The learning process is inherently rewarding and reinforcing.

j. Optimal learning is enhanced when the learner possesses a sense of identity (who he is), a sense of power (control over himself and his environment), and a sense of connectiveness (his relationship with others).

k. Learning has continuity but is not necessarily sequential.

l. Individuals tend to learn better when they:

   1. actively participate rather than passively receive the learning experience.
   2. have an opportunity to participate in the selection of what they learn.
   3. have an opportunity for receiving the knowledge of their results as soon as the responses are made.
   4. are expected to succeed.
   5. work on a task which is suited to their dominant learning mode or style.
   6. work at their own pace or have a choice in the selection of a pace.

1.2. Societal assumptions

a. A teacher tends to function more effectively with multi-cultural pupil populations.

b. Teachers tend to be more perceptive of and responsive to changing ends and means of education if they recognize that societal beliefs, values, and hopes are not static.

c. Univocality of communication tends to diminish cultural alienation.

d. Institutional learning tends to preserve culture.

e. Educational institutions have tended to be major means for transmitting racism to succeeding generations.

f. Perceptive and responsive teachers must be prepared to recognize manifestations of racism and to combat its spread.

1.3. Assumptions about the schools

a. Effective and responsive schools do not consider themselves as existing in a vacuum. They are, indeed, responsive to the changing societal beliefs, values, and hopes, as well as the beliefs, values, and hopes of their clientele.

b. Learning tends to be less effective in a custodial environment.

c. School responsiveness and leadership tend to increase as a result of continual experimentation.

1.4. Assumptions about the teacher

a. Teachers tend to be more effective if they are able to employ many different personal styles of teaching.

b. Teachers tend to be more effective if they are indeed sensitive to students of human behaviors.

c. Teachers tend to be more effective if they are rational decision makers.

d. Teaching is based on communicating and there are a number of ways of communicating.

e. Teacher behavior tends to improve when the desirable behaviors of the teacher are positively rewarded.

f. Leadership and effectiveness in teaching and administration increase when they are proactive rather than reactive.

g. Proactive leadership and effectiveness tend to increase as a result of continual experimentation.

h. Creativity tends to be enhanced in an open flexible system

i. Teaching is a cooperative effort.

j. Teachers tend to be more effective if they are interested in learning as they expect their students to be and are perceived to be this way by their students.

k. Teachers tend to be more effective if they view teaching as a learning opportunity for themselves.

l. Learning in the school environment tends to be more effective if it is not considered purely classroom learning.

m. Teaching tends to be more effective if teachers consider themselves as facilitators as well as dispensers.

n. Teachers tend to be more effective if they are concerned with more than the students learning cognitive and psychomotor skills.

o. Learning tends to be less effective in a custodial environment.

p. A teacher tends to be more effective if he is able to determine the discrepancies between accomplishments and objectives and then develop learning activities which will reduce these discrepancies.

q. A major teaching function is the development of pupils self-discovery, and the stimulation of depth of expression.

r. Teaching tends to be more effective if the teacher has and applies knowledge about how the environment affects pupils.

1.5. Assumptions about teacher training

a. There are generic teacher competencies which all teachers should exhibit.

b. Unselected clientele tend to promote custodial behaviors.

c. Teacher education tends to be more reflective of the needs and wants of society if it is considered to be the job of more than just the college of education.

d. Any teacher education model must be considered as transitory and flexible and in constant need for responsive modifications.

e. The learning of prospective teachers is enhanced if they are shown rather than just told.

f. Teacher education programs tend to be more regenerative if they are systemic in nature.

g. Teacher education programs tend to be more effective if achievement is held constant and time is a variable.

h. The most important and valid competencies of teachers can be specified and assessed.

i. Teacher education programs tend to be more effective if they are both field and college centered, with specific activities designed for particular locations.

j. Teacher education must be considered as a life-long process.

k. Teachers are never fully educated and indeed the process itself may affect their effectiveness.

l. Teacher education programs tend to be more effective if the prepared teachers are able to work in urban as well as suburban centers.

Assumptions for the future

a. Local communities will have more impact on the operation and direction of the schools.

b. Differentiated staffing patterns will become more prevalent in the future, thus teachers will be more of team workers than individual stars.

c. The school as an institution is rapidly changing as a result of technology, social changes, and political re-alignment. Since we cannot know the future for child or society, training should equip teachers to be receptive to change.

d. Instruction in schools will not be limited to traditional group activities but individually guided instruction or program of individualization will become the mode for schools in the future.

e. School staff will begin to differentiate their roles as teachers thus requiring personnel with different competencies in new and different areas of specialization.

f. The separation of pre-service from in-service teacher education cannot be defended at this time. In the future new bridges must be built to link the two.

g. Effective future teacher education programs must be future-oriented and lead rather than follow.

APPENDIX B

LIST OF 33
TEACHER COMPETENCIES

The following list of teacher competencies are stated at a sub-goal level; that is they include a behavioral statement, but not the criteria for successful demonstration of the competence nor the conditions under which it is to be demonstrated.

I. THE TEACHER AND STUDENTS: DESIGNING AND EVALUATING

Diagnosis and Evaluation

1. Administers and interprets assessment techniques, i.e., standardized tests and sociometrics.
2. Designs and uses teacher-made diagnostic tests.
3. Uses various interview techniques with pupils (e.g., Piagetan Techniques).
4. Gathers information on individual differences among students such as interests, values, cultural and socio-economic background.

Organizing Classroom

5. Groups pupils on the basis of data.
6. Organizes resources and materials for effective instruction.
7. Plans for routine tasks.

Goals and Objectives

8. Identifies goals and objectives appropriate to pupil needs.
9. States competency-based objectives correctly.

Planning

10. Organizes instruction around goals and objectives.
11. Plans daily to achieve long-range goals and objectives.
12. Sequences learning activities and experiences logically and psychologically.

II. THE TEACHER AND STUDENTS: INTERACTION

Communication

13. Gives clear, explicit directions to students.

14. Responds to "coping" behavior of students.

15. Identifies clues to student misconceptions or confusion.

16. Provides for the appropriate use of a variety of communication patterns within the classroom.

Instruction

17. Establishes set motivation, transitions, classroom environmental co ditions) which are varied and appropriate.

18. Employs a variety of appropriate instructional strategies and tactics (programmed instruction, games, simulation, etc.).

19. Utilizes a variety of instructional materials and resources.

20. Individualizes instruction.

21. Plans activities with children.

22. Asks higher-order questions.

Management

23. Uses positive reinforcement patterns with students.

24. Manages deviant behavior.

Interpersonal

25. Build self-awareness and self-concepts in students.

26. Develops understanding of cultural pluralism concepts in students.

27. Reacts with sensitivity to the needs and feelings of others.

Evaluation

28. Monitors interaction and modifies plans on the basis of feedback.

III. THE PROFESSIONAL TEACHER

Self-Improvement

29. Engages in a designed professional development program.

30. Adapts to new or confusing situations readily.

31. Evaluates teaching behavior using coded instruments and plans for change on basis of results.

Colleagues and Community

32. Interacts and communicates effectively with parents and community.

33. Works effectively as a member of an educational team.

SUB-OBJECTIVES FOR 33 TEACHER COMPETENCIES

I. THE TEACHER AND STUDENTS: DESIGNING AND EVALUATING

Diagnosis and Evaluation

1.0 Administers and interprets assessment techniques; i.e., standardized tests and sociometrics.

1.1 Given several examples of assessment techniques, classifies as norm referenced or criteria referenced.

1.2 Given objectives for testing, identifies an instrument for testing and justifies choice in terms of content validity.

1.3 Given description of population, identifies an instrument for testing.

1.4 Given list of several assessment techniques, identifies strengths and weaknesses of each.

1.5 Given description of testing situation, identifies the variables that could affect an indivdual's score and that could be controlled in administration.

1.6 Given test results with such terms as "standard deviation," "reliability," and "standard score," show knows meanings of terms by interpreting results.

1.7 Given test results, gives interpretation of results that is consistent with what test measures.

1.8 Given test results, gives interpretation of results that includes strengths and weaknesses of test.

1.9 Given description of testing situation, identifies the variables that could affect an individual's score and that should be considered in interpretation.

2.0 Designs and uses teacher-made diagnostic tests.

2.1 Helps students make a distinction between dianostic and achievement tests as they related to purpose, analysis, grading, and prescribing by using chart.

2.1a Discusses purpose of criteria-referenced tests.

2.2 Identifies skills to be taught and makes a table of specifications that challenge and extend learning parameters.

2.2a Writes a continuum of skills in behavioral terms.

2.3 Develops test items that are valid, reliable, and include a variety of types for testing.

2.3a Lists the variables of test construction and discusses methods of controlling the variables.

2.3b Checks for validity and reliability of developed tests.

2.4 Given description of testing situation, identifies the variables that could affect an individual's score and that could be controlled in administration.

2.5 Given description of testing situation, identifies the variables that could affect an individual's score and which should be considered in interpretation.

2.6 Gives feedback to pupils as soon as possible.

3.0 Uses various interview techniques with pupils (e.g., Piagetian techniques).

3.1 Discusses purpose of interview technique.

3.2 Identifies variables that may affect application.

3.3 Given results from a Piagetian interview, describes methods that should be used to teach the child.

3.4 Uses interview to establish student attitudes.

3.5 Demonstrates concern for students attitudes, needs, and interests.

4.0 Gathers information on individual differences among students such as interests, values, cultural and socio-economic background.

4.1 Collects data about environment, values, needs, background, language.

4.1a Identifies sources of information.

4.1b Interviews family and other sources to establish referent points.

4.2 Accepts and appreciates differences in students between and within cultural groups.

Organizing Classroom

5.0 Groups students on basis of data.

5.1 Groups on basis of individual objectives and individualized instructional program.

5.2 Matches type of need of children with type of group to be formed.

5.2a Identify different types of groups.

5.2b Recognize strengths and weaknesses of different types of group formation -- How different types of groups operate -- How different types of people may operate within a group.

5.2c Realizes groups are for purpose and makes them flexible, dissolves group when that purpose is met.

5.3 Demonstrates various methods to form the different types of groups.

5.4 Gathers data from individuals and groups for identifying proper times for termination or regrouping.

6.0 Organizes resources and materials for effective instruction.

6.1 Identifies decision-making process for selection of resources and materials.

6.2 Plans to utilize effectively available resources and materials to accomplish instructional goals.

6.3 Places materials in locations that are accessible to pupils.

6.4 Provides alternative materials to achieve the same objective.

7.0 Plans for routine tasks.

7.1 Identifies routine tasks. Analyzes tasks for procedures; writes job description.

7.2 Identifies a management system for completing routine tasks - including monitoring system.

7.2a Identifies several methods to rotate responsibilities for routine tasks.

7.2b Encourages students to identify and manage routine tasks themselves, and to monitor their own task completion.

7.3 Keeps routine tasks in proper perspective.

7.4 Uses routine tasks as learning experiences for children.

Goals and Objectives

8.0 Identifies goals and objectives appropriate to student needs.

8.1 Identifies student needs, uses diagnostic techniques to ascertain.

8.2 Identifies administration, community, society's needs, values, expectations, regulations and constraints put on realization of student's needs.

8.3 Defines student and class objectives after using diagnostic procedures.

8.4 Works with students to assist them in defining their own objectives.

8.5 Sequences goals and objectives to provide continuity for students.

9.0 States competency-based objectives correctly.

9.1 Writes objectives using criteria defined by Mager (includes stated conditions, behavioral verb, level of proficiency, brief, and clear.

9.2 Writes student objectives in precise terms that can be evaluated objectively.

9.3 Writes student objectives that communicate to the student what he is to do.

Planning

10.0 Organizes instruction around goals and objectives.

10.1 Identifies sequence of goals and objectives.

10.2 Identifies systematic mode of organizing instruction (i.e., preassessment, instruction, post-assessment).

10.3 Identifies methods of establishing where pupil is in terms of objective.

10.4 Identifies alternative instructional modes to enable pupils to reach objective.

10.4a Organizes instructional activities which account for and cope with pupils' view, opinions, attitudes, and behaviors.

10.4b Organizes activities which are a reflection of reality by bringing resources into the classroom.

10.4c Organizes activities which involve students in individual and peer activities.

10.5 Pupil-teacher team plans activities for reaching objectives.

11.0 Plans daily to achieve long-range goals.

11.1 Given long-range goals identifies short-range goals that are enablers on the continuum, and makes time chart.

11.1a Sequences goals and objectives.

11.1b Task analyzes goals into their enabling objectives.

11.1c For each objective, identifies probable time required for completion.

11.2 Given short-range goals, sets terminal objectives for each daily lesson and make objectives known.

11.3 Varies time required for individuals in the class to achieve objectives.

12.0 Sequences activities and experiences logically and psychologically.

12.1 Given objectives and/or goals and activities and experiences, sequences activities logically and can justify sequence.

12.2 Given theory of the development of knowledge, sequence activities and experiences to that they are consistent with the theory.

12.3 Varies time so students can work at their own rate as they progress through the learning sequence.

13.0 Gives clear, explicit directions to students.

13.1 Demonstrate ability to model standard English.

13.2 Develop acceptable speech patterns, diction, intonation.

13.3 Use vocabulary appropriate to pupils in class.

13.4 Plans for giving directions; identify in advance directions needed to be given and specified wording and order of directions.

13.5 Identify and use appropriate sequence of instructions.

13.6 Question, listen to and observe pupils to obtain feedback about clarity of directions, confusion, etc.

13.7 Respond appropriately to pupil feedback.

13.8 Make objectives, purpose of activities and rationale for both, known to students as an aid to understanding directions.

13.9 Uses a simple, consistent routing and procedure for communicating instructions: writes assignments on board; uses consistent but flexible plans and agendas.

14.0 Responds to "coping" behavior of students.

14.1 Identify ways that pupils cope.

14.2 Respond to underlying need rather than actual behavior.

14.3 Distinguish between positive and negative coping behavior.

14.4 Identify and use responses and strategies appropriate for coping behavior of individual students.

14.5 Help children develop more socially acceptable ways to cope if necessary.

14.6 Determine when professional help may be needed and identify appropriate resource people.

14.7 Be open to and interpret feedback from students and professionals and modify responses accordingly.

15.0 Identifies clues to student misconceptions or confusion.

15.1 Identifies verbal and nonverbal clues.

15.2 Provides atmosphere that encourages pupils to voice misconceptions or confusion.

15.3 Observes and evaluates both product and process.

15.4 Identifies (through evaluation of product and process) areas which indicate difficulty and need for clarity.

15.5 Interprets body language and attending behavior on the part of the students.

16.0 Provides for the appropriate use of a variety of communication patterns within classroom.

16.1 Understands and accepts communication in a variety of dialects, idiomatic patterns, and colloquial expressions.

16.2 Serves as a communications model in both receiving and transmitting.

16.3 Encourages and reinforces effective communication patterns.

16.4 Interprets "body language" and attending behavior on the part of the pupils.

16.5 Encourages respect for dialects representing different cultures.

16.6 Encourages students to use different media to communicate their ideas and feelings.

Instruction

17.0 Establishes set (motivation, transitions, classrooms, environmental conditions) which are varied and appropriate.

17.1 Exhibits ability to use set induction.

17.2 Identify possible environmental conditions (i.e., seating, lighting) that can be utilized easily in establishing set.

17.3 Demonstrates various techniques to motivate (i.e., questions, relia).

18.0 Employs a variety of appropriate instructional strategies and tactics (programmed instruction, games, and simulation).

18.1 Describes various instructional strategies and state strengths and weaknesses of each.

18.2 Identifies instructional strategies appropriate for particular objectives and pupils.

18.3 Selects and designs strategies appropriate to objectives.

18.4 Identifies and develops skills necessary for implementing strategies.

18.5 Provides alternative strategies for students attempting to achieve the same objective.

19.0 Utilizes instructional materials and resources.

19.1 Coordinates materials and resources with objectives.

19.2 Demonstrates ability to make resources and materials available to students.

19.3 Demonstrates ability to make materials and to involve parents and pupils in making, or identifying materials.

20.0 Individualizing instruction.

20.1 Coordinate materials, resources and activities with student developmental levels.

20.2 Assess learning style, physical, emotional and social development of students and plan appropriate instruction to facilitate his growth.

20.3 Devise management system which accommodates individual activities (and small group).

20.4 Develop instructional modules and evaluation system.

20.5 Develop feedback system for students and teacher, also instruction.

20.6 Work with students to identify objectives, materials,and activities that meet the needs of both students and teacher.

21.0 Plans activities with students.

21.1 Works with students in making decisions about what, when, and how they will learn.

21.2 Periodically takes time to evaluate with students (individually and as a group) how well activities have been accomplished.

21.3 Can distinguish between decisions for the teacher and decisions which can be shared with students.

22.0 Asks higher-order questions.

22.1 Distinguishes between fact questions and higher-order questions.

22.2 Identifies and asks a variety of types of questions at appropriate times.

22.3 Identifies and use divergent, convergent and probing questions.

22.4 Encourages students to build on others' responses and encourage student interaction.

22.5 Asks open-ended questions.

22.6 Provides open, un-threatening atmosphere so students feel free to respond (wait for responses, ask questions with no "right" answers).

22.7 Provides content and resource materials that encourage divergent thinking.

22.8 Respond acceptingly and appropriately to student answers.

Management

23.0 Uses positive reinforcement patterns with students.

23.1 Works with students to enable each one to determine what would be reinforcing for him.

23.2 Makes every student feel successful.

23.3 Reinforces positive behavior, attempts to avoid extinguishing or negative reward approaches.

23.4 Judges the act, not the student.

24.0 Manages deviant behavior.

24.1 Recognizes instances of both positive and negative deviant behavior.

24.2 Projects possible causes for deviant behavior and develops strategies and techniques appropriate for dealing with it.

24.3 Establishes criteria for determining the point when negative deviant behavior becomes disruptive and allows for individuals differences up to that point.

24.4 Identifies various types of deviant behavior such as disruptive or non-disruptive.

24.5 Capitalizes on deviant behavior in a non-threatening way to enhance learning.

24.6 Discusses deviant behavior with student; identifies the causes and to help student understand his own behavior.

24.7 Describes the relationship between coping behavior and deviant behavior.

24.8 Evaluates deviant behavior to determine most effective method for dealing with it, appropriate resource personnel for dealing with it.

24.9 Makes appropriate referrals to assist in diagnosis and development of strategies.

24.10 Develops necessary skills (intra-inter personal) for working with deviant behavior.

25.0 Builds self-awareness and self-concepts in students.

25.1 Listens and is open to communication with each child about what is important.

25.2 Assigns each student periodic important tasks and duties.

25.3 Convinces each child that he is important to the teacher.

25.4 Identifies and describes attending behaviors on the part of pupils, and then makes appropriate prescriptive decisions to cope effectively with those attending behaviors.

25.5 Uses recognition of earlier achievement to offset discouragement.

26.0 Develops understanding of cultural pluralism concepts in students.

26.1 Responds to students' verbal communication without regard for correctness.

26.2 Works with parents for mutual understanding, support, and cooperation for students' benefits.

26.3 Accepts value differences among various subcultures and acts on those values.

26.4 Demonstrates the ability to be consistently fair and responsive to students' sense of justice.

27.0 Reacts with sensitivity to the needs and feelings of others.

27.1 Listens to students and provides feedback so they know they are being listened to.

27.2 Attempts to reduce classroom anxiety.

27.3 Accepts students' feelings and attitudes.

27.4 Provides assurance to students that allows them to develop a more adequate self-concept.

Evaluation

28.0 Monitors interaction and modifies plans on basis of feedback.

28.1 Identifies the needs of the students.

28.2 Identifies the instructional objectives of each lesson.

28.3 Identifies instructional priorities.

28.4 Identifies the different learning styles of student in class.

28.5 Identifies and demonstrates instructional techniques and teaching strategies appropriate for helping student achieve lesson objectives.

28.6 Uses variety of techniques to monitor interaction (student-student) (teacher-student).

28.7 Watches, listens to, and interacts with students to gain feedback.

28.8 Evaluates feedback in terms of student needs, lesson objectives.

28.9 Modifies instruction during lesson based upon feedback.

Self-Improvement

29.0 Engages in a designed professional development program.

29.1 Understand the need and importance for self-improvement.

29.2 Devises a formal plan for professional growth, and works toward it.

29.3 Reads current educational articles and journals.

29.4 Observes other teachers' techniques.

29.5 Actively involved in in-service training.

29.6 Familiar with the latest materials and teaching aids available.

29.7 Attends educational seminars, workshops, and lectures.

29.8 Enrolls in graduate courses that stree new techniques and philosophies.

29.9 Joins and is active in professional organizations.

29.10 Try new educational techniques and judge their effectiveness.

29.11 Asks peers and superior to evaluate his work and make detailed suggestions.

30.0 Adapts to new or confusing situations readily.

30.1 Understands his own behavioral characteristics in crisis situations.

30.2 Deals with conflict in such a way that he does not become ineffective.

30.3 Has a high tolerance for ambiguity.

30.4 In confusing situations, sorts out the most relevant factors and deals with them.

30.5 Reacts to current events without restricting alternative responses to those previously made; is open.

31.0 Evaluates teaching behavior using coded instruments (interaction analysis, check lists, etc.) and plans for change on basis of results.

31.1 Views videotapes of his teaching to analyze certain aspects of his teaching style.

31.2 Codes classroom interaction using at least two procedures, and analyzes results.

31.3 Uses tape recordings of classroom procedures to study questioning procedures and other relevant verbal interaction.

Colleagues and Community

32.0 Interacts and communicates effectively with parents and community.

32.1 Promotes a positive feeling by parents toward the school.

32.2 Communicates with parents about positive activities of students, not just when there is a problem.

32.3 Describes the unique characteristics, needs, and desires of the community in which the school is located.

32.4 Tailors instruction to utilize resources of community.

33.0 Works effectively as a member of an education team.

33.1 Actively participates in curriculum development projects.

33.2 Understands the policies and politics of the school.

33.3 Meets deadlines promptly (reports, lists, assignments).

33.4 Refrains from criticizing professional colleagues in public.

33.5 Assumes responsibilities for educational responsibilities such as programs, clubs, etc.

33.6 Implement plans to achieve improvement and change in educational programs.

33.7 Cooperates with other staff.

SUB-OBJECTIVES FOR 33 TEACHER COMPETENCIES

I. THE TEACHER AND STUDENTS: DESIGNING AND EVALUATING

Diagnosis and Evaluation

1.0 Administers and interprets assessment techniques; i.e., standardized tests and sociometrics.

1.1 Given several examples of assessment techniques, classifies as norm referenced or criteria referenced.

1.2 Given objectives for testing, identifies an instrument for testing and justifies choice in terms of content validity.

1.3 Given description of population, identifies an instrument for testing.

1.4 Given list of several assessment techniques, identifies strengths and weaknesses of each.

1.5 Given description of testing situation, identifies the variables that could affect an indivdual's score and that could be controlled in administration.

1.6 Given test results with such terms as "standard deviation," "reliability," and "standard score," show knows meanings of terms by interpreting results.

1.7 Given test results, gives interpretation of results that is consistent with what test measures.

1.8 Given test results, gives interpretation of results that includes strengths and weaknesses of test.

1.9 Given description of testing situation, identifies the variables that could affect an individual's score and that should be considered in interpretation.

2.0 Designs and uses teacher-made diagnostic tests.

2.1 Helps students make a distinction between dianostic and achievement tests as they related to purpose, analysis, grading, and prescribing by using chart.

2.1a Discusses purpose of criteria-referenced tests.

2.2 Identifies skills to be taught and makes a table of specifications that challenge and extend learning parameters.

2.2a Writes a continuum of skills in behavioral terms.

2.3 Develops test items that are valid, reliable, and include a variety of types for testing.

2.3a Lists the variables of test construction and discusses methods of controlling the variables.

2.3b Checks for validity and reliability of developed tests.

2.4 Given description of testing situation, identifies the variables that could affect an individual's score and that could be controlled in administration.

2.5 Given description of testing situation, identifies the variables that could affect an individual's score and which should be considered in interpretation.

2.6 Gives feedback to pupils as soon as possible.

3.0 Uses various interview techniques with pupils (e.g., Piagetian techniques).

3.1 Discusses purpose of interview technique.

3.2 Identifies variables that may affect application.

3.3 Given results from a Piagetian interview, describes methods that should be used to teach the child.

3.4 Uses interview to establish student attitudes.

3.5 Demonstrates concern for students attitudes, needs, and interests.

4.0 Gathers information on individual differences among students such as interests, values, cultural and socio-economic background.

4.1 Collects data about environment, values, needs, background, language.

4.1a Identifies sources of information.

4.1b Interviews family and other sources to establish referent points.

4.2 Accepts and appreciates differences in students between and within cultural groups.

Organizing Classroom

5.0 Groups students on basis of data.

5.1 Groups on basis of individual objectives and individualized instructional program.

5.2 Matches type of need of children with type of group to be formed.

5.2a Identify different types of groups.

5.2b Recognize strengths and weaknesses of different types of group formation -- How different types of groups operate -- How different types of people may operate within a group.

5.2c Realizes groups are for purpose and makes them flexible, dissolves group when that purpose is met.

5.3 Demonstrates various methods to form the different types of groups.

5.4 Gathers data from individuals and groups for identifying proper times for termination or regrouping.

6.0 Organizes resources and materials for effective instruction.

6.1 Identifies decision-making process for selection of resources and materials.

6.2 Plans to utilize effectively available resources and materials to accomplish instructional goals.

6.3 Places materials in locations that are accessible to pupils.

6.4 Provides alternative materials to achieve the same objective.

7.0 Plans for routine tasks.

7.1 Identifies routine tasks. Analyzes tasks for procedures; writes job description.

7.2 Identifies a management system for completing routine tasks - including monitoring system.

7.2a Identifies several methods to rotate responsibilities for routine tasks.

7.2b Encourages students to identify and manage routine tasks themselves, and to monitor their own task completion.

7.3 Keeps routine tasks in proper perspective.

7.4 Uses routine tasks as learning experiences for children.

Goals and Objectives

8.0 Identifies goals and objectives appropriate to student needs.

8.1 Identifies student needs, uses diagnostic techniques to ascertain.

8.2 Identifies administration, community, society's needs, values, expectations, regulations and constraints put on realization of student's needs.

8.3 Defines student and class objectives after using diagnostic procedures.

8.4 Works with students to assist them in defining their own objectives.

8.5 Sequences goals and objectives to provide continuity for students.

9.0 States competency-based objectives correctly.

9.1 Writes objectives using criteria defined by Mager (includes stated conditions, behavioral verb, level of proficiency, brief, and clear.

9.2 Writes student objectives in precise terms that can be evaluated objectively.

9.3 Writes student objectives that communicate to the student what he is to do.

Planning

10.0 Organizes instruction around goals and objectives.

10.1 Identifies sequence of goals and objectives.

10.2 Identifies systematic mode of organizing instruction (i.e., preassessment, instruction, post-assessment).

10.3 Identifies methods of establishing where pupil is in terms of objective.

10.4 Identifies alternative instructional modes to enable pupils to reach objective.

10.4a Organizes instructional activities which account for and cope with pupils' view, opinions, attitudes, and behaviors.

10.4b Organizes activities which are a reflection of reality by bringing resources into the classroom.

10.4c Organizes activities which involve students in individual and peer activities.

10.5 Pupil-teacher team plans activities for reaching objectives.

11.0 Plans daily to achieve long-range goals.

11.1 Given long-range goals identifies short-range goals that are enablers on the continuum, and makes time chart.

11.1a Sequences goals and objectives.

11.1b Task analyzes goals into their enabling objectives.

11.1c For each objective, identifies probable time required for completion.

11.2 Given short-range goals, sets terminal objectives for each daily lesson and make objectives known.

11.3 Varies time required for individuals in the class to achieve objectives.

12.0 Sequences activities and experiences logically and psychologically.

12.1 Given objectives and/or goals and activities and experiences, sequences activities logically and can justify sequence.

12.2 Given theory of the development of knowledge, sequence activities and experiences to that they are consistent with the theory.

12.3 Varies time so students can work at their own rate as they progress through the learning sequence.

13.0 Gives clear, explicit directions to students.

13.1 Demonstrate ability to model standard English.

13.2 Develop acceptable speech patterns, diction, intonation.

13.3 Use vocabulary appropriate to pupils in class.

13.4 Plans for giving directions; identify in advance directions needed to be given and specified wording and order of directions.

13.5 Identify and use appropriate sequence of instructions.

13.6 Question, listen to and observe pupils to obtain feedback about clarity of directions, confusion, etc.

13.7 Respond appropriately to pupil feedback.

13.8 Make objectives, purpose of activities and rationale for both, known to students as an aid to understanding directions.

13.9 Uses a simple, consistent routing and procedure for communicating instructions: writes assignments on board; uses consistent but flexible plans and agendas.

14.0 Responds to "coping" behavior of students.

14.1 Identify ways that pupils cope.

14.2 Respond to underlying need rather than actual behavior.

14.3 Distinguish between positive and negative coping behavior.

14.4 Identify and use responses and strategies appropriate for coping behavior of individual students.

14.5 Help children develop more socially acceptable ways to cope if necessary.

14.6 Determine when professional help may be needed and identify appropriate resource people.

14.7 Be open to and interpret feedback from students and professionals and modify responses accordingly.

15.0 Identifies clues to student misconceptions or confusion.

15.1 Identifies verbal and nonverbal clues.

15.2 Provides atmosphere that encourages pupils to voice misconceptions or confusion.

15.3 Observes and evaluates both product and process.

15.4 Identifies (through evaluation of product and process) areas which indicate difficulty and need for clarity.

15.5 Interprets body language and attending behavior on the part of the students.

16.0 Provides for the appropriate use of a variety of communication patterns within classroom.

16.1 Understands and accepts communication in a variety of dialects, idiomatic patterns, and colloquial expressions.

16.2 Serves as a communications model in both receiving and transmitting.

16.3 Encourages and reinforces effective communication patterns.

16.4 Interprets "body language" and attending behavior on the part of the pupils.

16.5 Encourages respect for dialects representing different cultures.

16.6 Encourages students to use different media to communicate their ideas and feelings.

Instruction

17.0 Establishes set (motivation, transitions, classrooms, environmental conditions) which are varied and appropriate.

17.1 Exhibits ability to use set induction.

17.2 Identify possible environmental conditions (i.e., seating, lighting) that can be utilized easily in establishing set.

17.3 Demonstrates various techniques to motivate (i.e., questions, relia).

18.0 Employs a variety of appropriate instructional strategies and tactics (programmed instruction, games, and simulation).

18.1 Describes various instructional strategies and state strengths and weaknesses of each.

18.2 Identifies instructional strategies appropriate for particular objectives and pupils.

18.3 Selects and designs strategies appropriate to objectives.

18.4 Identifies and develops skills necessary for implementing strategies.

18.5 Provides alternative strategies for students attempting to achieve the same objective.

19.0 Utilizes instructional materials and resources.

19.1 Coordinates materials and resources with objectives.

19.2 Demonstrates ability to make resources and materials available to students.

19.3 Demonstrates ability to make materials and to involve parents and pupils in making, or identifying materials.

20.0 Individualizing instruction.

20.1 Coordinate materials, resources and activities with student developmental levels.

20.2 Assess learning style, physical, emotional and social development of students and plan appropriate instruction to facilitate his growth.

20.3 Devise management system which accommodates individual activities (and small group).

20.4 Develop instructional modules and evaluation system.

20.5 Develop feedback system for students and teacher, also instruction.

20.6 Work with students to identify objectives, materials,and activities that meet the needs of both students and teacher.

21.0 Plans activities with students.

21.1 Works with students in making decisions about what, when, and how they will learn.

21.2 Periodically takes time to evaluate with students (individually and as a group) how well activities have been accomplished.

21.3 Can distinguish between decisions for the teacher and decisions which can be shared with students.

22.0 Asks higher-order questions.

22.1 Distinguishes between fact questions and higher-order questions.

22.2 Identifies and asks a variety of types of questions at appropriate times.

22.3 Identifies and use divergent, convergent and probing questions.

22.4 Encourages students to build on others' responses and encourage student interaction.

22.5 Asks open-ended questions.

22.6 Provides open, un-threatening atmosphere so students feel free to respond (wait for responses, ask questions with no "right" answers).

22.7 Provides content and resource materials that encourage divergent thinking.

22.8 Respond acceptingly and appropriately to student answers.

Management

23.0 Uses positive reinforcement patterns with students.

23.1 Works with students to enable each one to determine what would be reinforcing for him.

23.2 Makes every student feel successful.

23.3 Reinforces positive behavior, attempts to avoid extinguishing or negative reward approaches.

23.4 Judges the act, not the student.

24.0 Manages deviant behavior.

24.1 Recognizes instances of both positive and negative deviant behavior.

24.2 Projects possible causes for deviant behavior and develops strategies and techniques appropriate for dealing with it.

24.3 Establishes criteria for determining the point when negative deviant behavior becomes disruptive and allows for individuals differences up to that point.

24.4 Identifies various types of deviant behavior such as disruptive or non-disruptive.

24.5 Capitalizes on deviant behavior in a non-threatening way to enhance learning.

24.6 Discusses deviant behavior with student; identifies the causes and to help student understand his own behavior.

24.7 Describes the relationship between coping behavior and deviant behavior.

24.8 Evaluates deviant behavior to determine most effective method for dealing with it, appropriate resource personnel for dealing with it.

24.9 Makes appropriate referrals to assist in diagnosis and development of strategies.

24.10 Develops necessary skills (intra-inter personal) for working with deviant behavior.

25.0 Builds self-awareness and self-concepts in students.

25.1 Listens and is open to communication with each child about what is important.

25.2 Assigns each student periodic important tasks and duties.

25.3 Convinces each child that he is important to the teacher.

25.4 Identifies and describes attending behaviors on the part of pupils, and then makes appropriate prescriptive decisions to cope effectively with those attending behaviors.

25.5 Uses recognition of earlier achievement to offset discouragement.

26.0 Develops understanding of cultural pluralism concepts in students.

26.1 Responds to students' verbal communication without regard for correctness.

26.2 Works with parents for mutual understanding, support, and cooperation for students' benefits.

26.3 Accepts value differences among various subcultures and acts on those values.

26.4 Demonstrates the ability to be consistently fair and responsive to students' sense of justice.

27.0 Reacts with sensitivity to the needs and feelings of others.

27.1 Listens to students and provides feedback so they know they are being listened to.

27.2 Attempts to reduce classroom anxiety.

27.3 Accepts students' feelings and attitudes.

27.4 Provides assurance to students that allows them to develop a more adequate self-concept.

Evaluation

28.0 Monitors interaction and modifies plans on basis of feedback.

28.1 Identifies the needs of the students.

28.2 Identifies the instructional objectives of each lesson.

28.3 Identifies instructional priorities.

28.4 Identifies the different learning styles of student in class.

28.5 Identifies and demonstrates instructional techniques and teaching strategies appropriate for helping student achieve lesson objectives.

28.6 Uses variety of techniques to monitor interaction (student-student) (teacher-student).

28.7 Watches, listens to, and interacts with students to gain feedback.

28.8 Evaluates feedback in terms of student needs, lesson objectives.

28.9 Modifies instruction during lesson based upon feedback.

Self-Improvement

29.0 Engages in a designed professional development program.

29.1 Understand the need and importance for self-improvement.

29.2 Devises a formal plan for professional growth, and works toward it.

29.3 Reads current educational articles and journals.

29.4 Observes other teachers' techniques.

29.5 Actively involved in in-service training.

29.6 Familiar with the latest materials and teaching aids available.

29.7 Attends educational seminars, workshops, and lectures.

29.8 Enrolls in graduate courses that stree new techniques and philosophies.

29.9 Joins and is active in professional organizations.

29.10 Try new educational techniques and judge their effectiveness.

29.11 Asks peers and superior to evaluate his work and make detailed suggestions.

30.0 Adapts to new or confusing situations readily.

30.1 Understands his own behavioral characteristics in crisis situations.

30.2 Deals with conflict in such a way that he does not become ineffective.

30.3 Has a high tolerance for ambiguity.

30.4 In confusing situations, sorts out the most relevant factors and deals with them.

30.5 Reacts to current events without restricting alternative responses to those previously made; is open.

31.0 Evaluates teaching behavior using coded instruments (interaction analysis, check lists, etc.) and plans for change on basis of results.

31.1 Views videotapes of his teaching to analyze certain aspects of his teaching style.

31.2 Codes classroom interaction using at least two procedures, and analyzes results.

31.3 Uses tape recordings of classroom procedures to study questioning procedures and other relevant verbal interaction.

Colleagues and Community

32.0 Interacts and communicates effectively with parents and community.

32.1 Promotes a positive feeling by parents toward the school.

32.2 Communicates with parents about positive activities of students, not just when there is a problem.

32.3 Describes the unique characteristics, needs, and desires of the community in which the school is located.

32.4 Tailors instruction to utilize resources of community.

33.0 Works effectively as a member of an education team.

33.1 Actively participates in curriculum development projects.

33.2 Understands the policies and politics of the school.

33.3 Meets deadlines promptly (reports, lists, assignments).

33.4 Refrains from criticizing professional colleagues in public.

33.5 Assumes responsibilities for educational responsibilities such as programs, clubs, etc.

33.6 Implement plans to achieve improvement and change in educational programs.

33.7 Cooperates with other staff.

PROGRAM CHARACTERISTICS	OPERATIONALIZED AT UNIVERSITY OF HOUSTON
I. The Program is Reality Based	
a. The Program is Field Based	Students are out in semesters I - IV; Methods spend up to 1/2 time in the field; Supervision is by faculty; One field experience may fulfill the needs of more than one module.
b. The Program is Role Model Based	Students are presented with alternative instructional models; Required to model many instructional processes in microteaching situations; Students elect roles most appropriate to their own teaching styles.
c. The Program is Competency Based	Expectations are stated in advance for students; Competency levels are established by concensus of faculty and experienced teachers; Student negotiates competencies to be achieved within a specified set of competencies; Student is required to demonstrate his abilities.
d. The Program is Criterion Referenced	Student and faculty establish criteria to be met to establish competence; Students are compared to a continuum of abilities, not to one another.
e. The Program is Pluralistic	Competencies and experiences are provided in several cultures; Field experiences are scheduled among several predominant cultural groups.

PROGRAM CHARACTERISTICS	OPERATIONALIZED AT UNIVERSITY OF HOUSTON
II. The Program is Person Based	
a. The Program is Humanized	Students receive feedback on a battery of psychological tests; Students are provided with a Personal Assessment Feedback; Have counselors and C & I faculty provide microteaching feedback; Receive affectively based, non-judgmental modules.
b. The Program is Personalized	Students negotiate alternative routes to learning; Are assessed for cognitive style characteristics related to cognitive mapping; Faculty follow students for entire program; Alternatives are generated for unusual students.
c. The Program is Modularized	Students preview entire instructional sequence before agreeing to do it; Students are aware of expectations of faculty at all times; Students can opt to do much of the work on their own.
d. Students are Held Responsible for Learning in the Program	Faculty presents alternatives to students and sets tenative time limits; Students must progress at their own rate whenever possible; Grades are set at A, B, or Incomplete.

PROGRAM CHARACTERISTICS	OPERATIONALIZED AT UNIVERSITY OF HOUSTON
III. The Program is Individuated	
a. The Program is Multi-Instructional	The students may use several media forms and differing instructional sequences to attain a competence; Many instructional settings will be utilized.
b. The Program is Instructionally Flexible	Students are provided substantially different alternatives within the same instructional unit; Students are given alternatives outside of our program; Students programs will contain diverse areas of extended (advanced and broadened) study.
c. The Progran is Modularized (Module as a unit)	Students agree to work on small (1 hour - 4 week) units of instruction; All instructional experiences lie within (conceptually) a module (inclusive of field experiences).
IV. The Program is Accountable	
a. The Program is Time/ Achievement Referenced	The program is interested in the student's achievement not the time it takes him to achieve; The management system, however, must keep track of times for advance planning; Not all of the experiences require achievement.

PROGRAM CHARACTERISTICS	OPERATIONALIZED AT UNIVERSITY OF HOUSTON
(IV. The Program is Accountable, cont'd.)	
b. The Program is Regenerative	Each instructional unit is continuously evaluated and altered when necessary; Units are often subsumed and subdivided; The position of a unit will sometimes change in the programmatic structure.
c. The Program is a Single System with Alternatives Within It	The undergraduate program is viewed as a single program within which a student may take, with the approval of his advisor and TEA, any of several certification programs; A given module may be part of more than one program.
d. The Program is Systematized	(The Management Assumptions state succinctly the nature of this characteristic.)

APPENDIX C

Competency-Based Teacher Education
at the University of Houston

Throughout the United States a number of institutions have developed competency-based teacher preparation programs. At the University of Houston, competency-based teacher education (CBTE) was a pilot program from 1970 to 1973. Then in the fall of 1973 the program was expanded to include all preservice teachers, both elementary and secondary.

Since preparing large numbers of teachers is no longer necessary or desirable, the College of Education focused upon building a quality model--one designed to prepare a teacher who will be certified only when he can demonstrate that he can meet minimum standards of teacher effectiveness. Therefore, the goal was established--to prepare teachers who can function effectively in a maximum number of environments. As a student moves through the program, he is responsible for demonstrating mastery of a variety of skills identified as requisite for effective teaching. Completion of the program and recommendation for certification come when the student demonstrates that he can integrate these skills into an effective teaching style in the classroom. The job of the university faculty is to provide experiences which allow the student to develop necessary skills. In this way, it is hoped that competency-based teacher education is accountable to the profession in that only teachers with demonstrated competence are certified, and CBTE is accountable to the prospective teacher in that the emphasis of the program is upon providing a sequence of experiences to develop individual

teaching skills.

Once the goal was identified, the first decision was to design a total, integrated program--to conceptualize the program based on the role of the teacher in the classroom and to build it on a sound theoretical base. It would have been possible to design a program course by course; however, this approach might result in the continuing gaps and overlapping--a critical issue with students. The prospective teacher has little time to spend with overlapping phases of the program, and the effective teacher cannot afford to have gaps in the teacher training program. Thus, an overall approach was deemed the most efficient way to design and implement a program which was competency based.

The program which emerged from the planning has five main characteristics. First, it is competency based. Instructional goals and criteria for meeting them are stated in precise terms and known in advance by the students. Second, the program is individualized. With assistance from his advisor, each student must assume responsibility for managing his program and for setting his own pace in meeting objectives. Rate of progress in demonstrating competencies is determined by several factors such as time available and student ability. Third, the program is personalized, addressing itself to the feelings, motives and concerns of the prospective teacher. Aptitude and interest inventories are used to assist the student and advisor in making decisions about his program. Personalization allows the program's counselors and professors to focus upon the individual student

and to respond to individual needs and concerns. Fourth, the program is field-oriented. Throughout the prospective teacher's CBTE experiences he is in the schools, working with teachers and pupils as teaching competencies are acquired and demonstrated. In this way the student has the opportunity to coordinate on-campus experiences with those in an elementary or secondary classroom. Theory can be put into practice! For example, there is no need to "imagine" how Piaget's theories relate to children; the schools serve as a "reality" base, allowing each student to make an on-site analysis of the practical applicability of the theories. Fifth, the CBTE program is regenerative. Each program component is evaluated and modified after usage. The teacher education program must be regenerative to respond to the changing needs of society as well as to the needs of prospective teachers.

CBTE provides instructional experiences in a modular format. Modules are instructional delivery systems designed to facilitate demonstration of learning objectives. After competencies were identified and evaluation procedures were constructed, modules were developed. Since modules provide learning options, the student and the instructor select learning activities that best suit the individual. Just what the student is doing as he proceeds with a module is influenced by the objective or objectives. Sometimes the student works at a carrel in the Learning Resources Center viewing a film or a video tape. Sometimes he meets with small groups, and at other times he interacts with larger groups. He also may work with one or more pupils in the schools.

The instructional system allows modules and related groupings of modules called components to be placed into a meaningful order. An important premise in CBTE is that the sequencing of competencies is almost as important as the identification of specific competencies to be developed. One guide followed in sequencing modules and components is that each module must build on previous competencies. Another guide in sequencing modules is provided by the Teacher Concerns Model developed by Frances Fuller. Fuller identified three phases of teacher concerns through which prospective teachers move in a predictable sequence, and the movement from one phase of concern to another is influenced by experiences with teaching. The first phase of concern is with "self;" consequently, the early portions of the teacher training program are concerned with focusing the student on "self." Initial experiences are planned to help the student become more aware of himself as an individual and how he relates to others. Contrary to popular belief, at this early stage the pre-service teacher is not really concerned with teaching but with himself. In the second phase the prospective teacher reflects concerns about himself with respect to the teaching task. Mainly he is concerned with his adequacy as a teacher. Concerns with discipline, peer pressure and approval dominate. At this point the student is ready for more in-depth experiences in the classroom. The third phase involves concern for pupils or concern about impact. Here the pre-service teacher is asking "What are the pupils learning?" Most prospective teachers reach this third phase of concern only after teaching and having other experiences with pupils. It is important to note that the

three phases of teacher concerns are not discrete; instead they merge from one phase to another. However, as long as concerns are focused on self and/or teaching tasks, it is difficult to focus on the learning of children. It is believed that concerns will change with time and experiences and that students can become interested in almost all aspects of teaching if those aspects are taught at a time when the prospective teacher feels concerned about them. Therefore, the Concerns Model provides the rationale and supporting research for ordering field-oriented and on-campus experiences. With the Teacher Concerns Model in mind, it is apparent that a student asking "How adequate am I?" would find little value in delving into learning theory. It was anticipated that a curriculum generated and ordered from decisions based on the Concerns Model would be perceived as a relevant curriculum by students, for it would be addressing their concerns.

Since the teacher education program focuses upon developing teacher competencies, assessment of competencies is essential. Demonstrating competencies is the way to exit the program with certification; therefore, a frequently asked question is "Who will assess competencies?" Actually the prospective teacher is one judge. Of course, it must be remembered that competencies and criteria for meeting objectives have been stated specifically and publicly so the student is not wondering what is expected of him. Basically there are two levels of evaluation; you do or do not perform the required behavior, for competencies are minimal standards. In addition to the student's self-appraisal, professors and fellow students assess teaching skill development. Also, competencies are assessed by teachers, principals and pupils. Throughout the program feedback is provided

to the student concerning progress in teaching skill development, and at any point in the program there are feedback loops to allow the student to strengthen competencies before proceeding on with the program.

Before being admitted to teacher education the student must meet the following minimum requirements. He must have a satisfactory grade average and at least 45 semester hours. However, the primary emphasis in CBTE is not on entrance requirements but on exit requirements (teaching competencies).

The teacher education program is divided into four phases with phases two and three merging for secondary students. Phase one of the program is a six-hour block in which the individual focuses upon self and the development of generic teaching skills. Upon entering the program the prospective teacher becomes a member of a group which is composed of other pre-service teachers and a team of four or five faculty members. The student's career aspirations determine the particular team to which he is assigned. The five teams are elementary, elementary with special education endorsement, secondary and all levels. The "all levels" team is for students interested in art, music or physical education. The student works with the same "team" of professors and students throughout the program, giving continuity as he progresses.

Upon entering the program each student is asked to complete a battery of diagnostic instruments, allowing each individual to assess his interests, aptitudes and career aspirations. These normative data are interpreted in group sessions in order to

eliminate the time-consuming, high-cost, one-to-one situation needed for personal assessment feedback. Each student builds an individual profile, and the counselor interprets the scores. Counselors are responsible for this portion of the program, handling all information confidentially. At this stage of development the sole purpose of administering the battery is to give the prospective teacher an opportunity to assume responsibility for self-assessment. This assessment is placed early in the program to enable students to focus upon "self" and to afford the individual an opportunity to speculate upon himself in the teacher role. These data help the student decide if he wants to proceed with the program or self-deselect.

As mentioned earlier, one descriptor of the program is the word personalized. Program personalization calls for (1) allowing the student to identify his concerns, expectations and skills relevant to teaching; (2) helping him specify competencies and/or identify deficiencies; and (3) then assisting him in planning a program to achieve these competencies. The real strength of a teacher education program which is competency based lies in the fact that it facilitates the treatment of each student in a unique way; and, therefore, each program reflects the individual.

The assumption was made that personalization and perceived continuity of teacher education programs are important and call for increased contact between students and instructors. In the initial phase of CBTE, efforts are made to build human relations training exercises into university experiences. These experiences are planned to build instructor-student relationships, providing

one-to-one interaction that cannot be duplicated in group situations. It is only when human relationships are strengthened that the threatening "pass/fail syndrome" can be replaced with the more positive "yes/not yet successful" system. Since the student has the same advisor throughout the program, it is easy to see why it is important to build a personal relationship between the student and the teacher educator early in the program, for only when the instructor knows the prospective teacher can he assist the individual in becoming the best teacher he can be. A good student-professor relationship is essential in providing a non-threatening situation which is necessary for giving and receiving feedback. It may be noted that CBTE necessitates the restructuring of faculty time allowing increased amounts of time to provide a student-centered approach; the program maintains its validity only as long as teachers are concerned with teaching students rather than just subject matter.

One major thrust of phase one is for the student to develop generic teaching skills. Generic competencies are those knowledges, skills and attitudes which are needed by all teachers, both elementary and secondary; and they are the ones the prospective teacher concentrates upon initially, while specialized skills will be developed later in the program. Beginning competencies have been selected because they fit into the Concerns Model and because of the ease with which the novice teacher can focus upon them--for example, questioning skills.

In an effort to arouse concerns about teaching, each student

one-to-one interaction that cannot be duplicated in group situations. It is only when human relationships are strengthened that the threatening "pass/fail syndrome" can be replaced with the more positive "yes/not yet successful" system. Since the student has the same advisor throughout the program, it is easy to see why it is important to build a personal relationship between the student and the teacher educator early in the program, for only when the instructor knows the prospective teacher can he assist the individual in becoming the best teacher he can be. A good student-professor relationship is essential in providing a non-threatening situation which is necessary for giving and receiving feedback. It may be noted that CBTE necessitates the restructuring of faculty time allowing increased amounts of time to provide a student-centered approach; the program maintains its validity only as long as teachers are concerned with teaching students rather than just subject matter.

One major thrust of phase one is for the student to develop generic teaching skills. Generic competencies are those knowledges, skills and attitudes which are needed by all teachers, both elementary and secondary; and they are the ones the prospective teacher concentrates upon initially, while specialized skills will be developed later in the program. Beginning competencies have been selected because they fit into the Concerns Model and because of the ease with which the novice teacher can focus upon them--for example, questioning skills.

In an effort to arouse concerns about teaching, each student

is confronted with an actual teaching experience. Typically the sequence includes letting the student develop a lesson plan of his choice and then teaching it to peers while being video-taped. This first teaching experience is used as a diagnostic vehicle. The instructor and the student assess the performance and prescribe further work. It is important to start with each student at the point where he is!

Video-taping is a means used throughout the program to focus upon progress in developing teaching skills, and it is a strategy to help students develop desirable teaching behaviors. Video-tape feedback is used to increase awareness of emotions and behaviors and to show how these might affect the prospective teacher's ability to relate to others. Video-tape feedback assesses individual development of teaching skills in a supportive environment. A student may request or be requested to have second, third or fourth teaching situations to show that requisite skills have been demonstrated adequately. This early experience of watching himself interacting with a group on television affords an encounter with "self" as well as an opportunity to arouse teaching concerns. This experience is one step in the prospective teacher's continual growth in teaching ability, a first step toward being able to use these skills sucessfully in classroom teaching.

As soon as the pre-service teacher becomes a member of a team, he begins continuous and extensive field experiences. Each student visits in several schools, schools representing various racial and socio-economic combinations. The student's time is

divided approximately equally between school visitations and seminars with his team. Each seminar centers around identified objectives which focus upon what the student is seeing in the schools. The student studies the organization of schools, observes classes and meets teachers, principals and pupils with his vantage being that of a prospective teacher rather than that of a student. The prospective teacher becomes a student of the school rather than in the school.

After observing in the schools, the student has some basis for selecting a school in which to work. This decision is an important one, for the prospective teacher will spend a considerable amount of time in this school and with this teacher. The decision is a mutual one; the principal and teacher must concur. The school experience differs for secondary and all-level education students, for the latter do not usually stay in the same school for three or more semesters. Instead they change schools during various phases of the program. After "school decisions" are made, arrangements for teacher-school assignments are handled by the team leader. At this point, the student is responsible for completing brief autobiographical forms in which he assesses what he can offer the school and what he perceives that he will learn from the school. Then these forms are given to the teacher, and the student must take the responsibility for arranging to spend three hours per week in the assigned classroom. The field experience begins in phase one and continues until the student exits the program.

In addition to the assessment battery, modules focusing on "self", generic teaching skills and strategies, and field experiences, phase one allows the student opportunities to consider himself as a teacher. Modules are designed to give the student input concerning teaching from sociological and psychological viewpoints. One module dealing with employment opportunities appraises the current job situation. Another module facilitates demonstration of competencies related to teaching in a multicultural environment. If the prospective teacher plans to teach in Houston or any other metropolitan area, the chances of teaching in a crossover school are great, so this module taps a real concern of pre-service teachers. This module and subsequent modules dealing with multicultural concerns are an attempt to prepare for the social plurality that exists in public education.

The first six-hour block in teacher education also has a screening fuction. One option is for the student to self-deselect. If he decides to proceed in the program, he must have the recommendation of his instructor, a recommendation based upon field and on-campus experiences. In the event that a student is not recommended, he has the right to appeal to a grievance committee set up for this expressed purpose.

In phases two and three the student goes through modules which concentrate upon the foundations of education. The foundations components from which students select modules include: psychological foundations, foundations of research and measurement and cultural foundations. Some modules within each component are of general interest--for example, the psychology of

learning. On the other hand, some modules are tailored for special interests -- such as adolescent psychology for secondary teacher education students. The student finds that there is no dichotomy between experiences in the schools and those on campus. For example, a module on philosophy may have an objective that the student will formulate his own philosophy of education. Enabling activities to meet this objective include watching pupils and interviewing faculty and administrators.

The focus of phase two is upon the development of teaching skills and the understanding of human behavior and its influence on strategies. Rather than following a monolithic approach, individual programs are provided for specific competencies based upon particular teaching areas and individual student interests and abilities. At this juncture the program becomes a series of "programs."

In phase two of the program the student has the opportunity to complete a second set of instruments, a personal assessment inventory. The counselor discusses the results of this inventory with each student in a confidential Personal Assessment Feedback (PAF) session. This initial session provides the bases for counselor interaction with CBTE students concerning personal and professional development throughout the remainder of the program.

The field experience which began with the student working as a teacher aide at least one-half day each week changes in complexion when the student demonstrates the necessary competencies to assume more responsiblity in the classroom. In the second phase the prospective teacher spends from one-half to one day

each week in the schools. As for phase one, the exit point for phase two is the demonstration of specified competencies.

A third phase of school experiences is called the pre-internship, and the emphasis is upon methods. For the elementary pre-service teacher this involves spending more time in the selected schools, and for the secondary student this means spending one-half day five days a week. The prospective teacher has an opportunity to use methods which are specifically related to content. During this methods phase the student has low-ratio teaching experiences in a variety of schools. An example of a phase three activity is the math education tutorial experience in which each prospective teacher works with one pupil. He must demonstrate that he can diagnose, prescribe and assess pupil learning. The length of phase three is entirely dependent upon the demonstration of the requisite competencies.

The final phase of experience is the internship or student teaching. The internship is the time to demonstrate the synthesis of competencies in the classroom where the prospective teacher has both authority and responsibility. After competencies have been demonstrated, the intern is moved to another school where he must demonstrate competencies in a different teaching environment. In a world that is becoming more and more mobile and increasingly urban, a teacher must be prepared to teach in various situations. Based on the results of a study of crossover teachers which showed that crossover teachers are apprehensive and unprepared to work with individuals who differ culturally from themselves, the final teaching experience in the program takes place in a

school which differs sociologically from the other teaching experiences. Of course, this final phase is in keeping with the goal of preparing teachers to function effectively in a maximum number of environments.

The desired product of our program is an individual who has been supported in determining his unique strengths and in developing a teaching style that is effective for him. The faculty members who continue to design and implement the program recognize that there are many effective teachers and many effective teaching styles so no effort is made to stamp teachers from one mold. As each teacher receives certification, he must remember that, as the teacher education program is never developed in a final form, so the individual as a teacher must be regenerative in his development, modifying behavior to meet the needs of students and new situations.

APPENDIX D

MANAGEMENT CHARACTERISTICS

1. BASED ON THE ASSUMPTION THAT EVERY PERSON AND GROUP WITHIN THE ORGANIZATION WILL ATTEMPT TO HAVE BOTH SELF-ASSERTIVE (MEETING HIS/ITS OWN NEEDS) AND INTEGRATIVE (MEETING THE SYSTEM'S NEEDS) TENDENCIES: A set of mutually attainable goals must exist between the project and those who work within it. If the project personnel's goals and those of the project itself can be simultaneously met, a desire to continue the project will be manifest in those personnel. Thus, a process of mutually honest and open negotiation must take place whenever a person or group is to take on a responsibility within the program.

2. BASED ON THE ASSUMPTION THAT PEOPLE AND GROUPS MUST HAVE THEIR RESPONSIBILITIES CLEARLY AND PUBLICLY STATED TO ALLOW EFFECTIVE COMMUNICATION AMONG THEM, AS WELL AS TO DEFINE THE DEPTH AND SCOPE OF THE PROGRAM: All persons or groups with responsibilities in the program must be formally recognized. It is necessary that the person or group's existence, purpose, and responsibilities be known by all constituent portions of the program. With such information publicly known, the likelihood of two persons or groups providing conflicting information is minimized.

3. BASED ON THE ASSUMPTION THAT THE FLEXIBILITY OF THE MANAGEMENT SYSTEM MUST BE EVIDENCED IN THE STRATEGIES UTILIZED TO ATTAIN GOALS WITHIN THE SYSTEM RATHER THAN IN ALTERATIONS OF THE SYSTEM'S RULES: The management system will facilitate decision making rather

than making decisions itself. The management system will seek out problem areas and request groups or individuals to make decisions. Unlike administrative systems, the management system will not generate policy, operational, or technical decisions. Specific managerial personnel will make decisions only if they are the individual(s) with the most information on the problem at hand. The existence of problems being solved by managerial personnel is evidence that either an individual or group is not implementing its responsibility or an individual or group needs to be vested with responsibility for such problems.

4. BASED ON THE ASSUMPTION THAT THE MANAGEMENT SYSTEM WILL REQUIRE INDIVIDUALS OR GROUPS WITHIN IT WHICH BOTH RELEASE THE PROGRAM'S POTENTIAL TOWARDS CHANGE AND ACCURATELY INTERPRET THE NEEDS OF THE STUDENTS AND SOCIETY WHICH THE PROGRAM SERVICES: Separate individuals or groups will be given responsibility for determining the goals and operating characteristics of each of the major programs within the total program. Whenever possible, without duplicity of effort, the major program areas will maintain control over their own programs.

5. BASED ON THE ASSUMPTION THAT A GIVEN PERSON OR GROUP'S OWN NEEDS WILL OVERRIDE THE NEEDS OF THE SYSTEM WHEN BOTH ARE EQUALLY PRESSING UPON HIM: Those who are given program development responsibilities will be released of program operational duties. The

time constraints placed upon a person or group within the operating program creates needs which are of such an aggressive nature that they will demand far more of his time than the equally important but less aggressive developmental needs.

6. BASED ON THE ASSUMPTION THAT THE MANAGEMENT SYSTEM WILL BE SOMEWHAT HIERARCHICAL IN NATURE AND THE ASSUMPTION THAT LOWER LEVELS WITHIN ANY HIERARCHY WILL HAVE LESS FLEXIBILITY AND COMPLEXITY THAN HIGHER LEVELS: Those who are involved at the lower levels of the management system will be provided with a means by which they can quickly and directly effect the policies which partially control their actions. As well as receiving prompt and accurate interpretations of all policy decisions, individuals and groups within the program will have direct access to the persons and groups whose actions effect them. Through such practices the autonomy of those at the lower levels of the system is enhanced, there is less likelihood of loss of information, and all persons will realize their value to the total program.

7. BASED ON THE ASSUMPTION THAT ALL LIVING BEINGS AND THEIR ORGANIZATIONS ARE SUBJECT TO CHANGE WHEN THEY ARE INFLUENCED BY OTHERS; AND ASSUMING THAT A STATE OF DYNAMIC EQUILIBRIUM (IN WHICH THE INTEGRITY OF THE CHANGING PERSONS OR GROUPS IS MAINTAINED) IS A DESIRED STATE OF BEING FOR THE PERSONS OR GPOUPS WHICH COMPRISE THE PROGRAM: The functional responsibilities of each person or

group will be continually re-negotiated and always clearly distinct. In this process the person or group's knowledge and abilities will be the basis for determining the responsibilities to be assigned. For, whenever it becomes obvious that one group or individual has the information necessary to make decisions, he will be given responsibility for those decision.

8. BASED ON THE ASSUMPTION THAT THE MANAGEMENT SYSTEM EXISTS PRIMARILY TO FACILITATE THE MAXIMAL DEVELOPMENT OF BOTH THE PEOPLE AND THE PROGRAM WHICH IT SERVICES, AND THE ASSUMPTION THAT HUMAN ERROR IS INEVITABLE: The management system will treat all difficulties which arise related to the persons or groups within the program as problems to be solved rather than as errors to be judged. Whenever possible, the management personnel will identify or form supportive persons or groups to provide existing faculty or groups with assistance in meeting challenges as they arise.

9. BASED ON THE ASSUMPTION THAT, WITH USE, ALL MANAGEMENT SYSTEMS DEVELOP OVERALL RULES AND PROCEDURES WHICH ARE CONSISTENT WITH THE ASSUMPTIONS OF THE SYSTEM FROM WHICH THEY ARE DERIVED, AND THE ASSUMPTION THAT SUCH RULES AND PROCEDURES ARE RELATIVELY STABLE: The management system will keep accurate records of the policy decisions and precedent setting actions taken by the groups and individuals which comprise the program. These decisions and actions will be quickly and directly communicated to all persons involved in the program and will become the basis for a stable administrative

structure for both the program as a whole and major programs within the total program.

10. BASED ON THE ASSUMPTION THAT EACH PERSON OR GROUP WITHIN THE MANAGEMENT SYSTEM'S SPHERE OF INFLUENCE WILL ALSO BE INFLUENCED BY OTHER FORCES OVER WHICH THE MANAGEMENT SYSTEM HAS NO DIRECT CONTROL: The management system views the individuals and groups working within it as having to generate their own unique set of rules. The rules of the management system will be broad enough to allow the individuals and groups operating within the program to devise a wide variety of operational activities, all of which will meet the global intentions of the program. Thus, while the management system may require that the persons and groups within it be accountable for their negotiated responsibilities, the management system may not specify a given procedure or data source as the sole determinant of the person or group's successful attainment of its goals. However, the management system will assist the accountable person or group with his evaluative task through the creation or identification of other groups or persons who have special expertise in this area.

11. BASED ON THE ASSUMPTION THAT EACH PERSON OR GROUP WITHIN THE PROGRAM IS ITSELF CONSIDERED TO BE A FUNCTIONAL SYSTEM THAT HAS A NEED FOR AUTONOMY: Decisions will be made at the lowest level possible within the management system. Each person or group will

maintain as much autonomy as the constraints of effective management will allow. For, if decisions are made explicitly by a manager at any but the lowest level, the individuals working under that manager will cease to view themselves as being generative and become ineffective. It is imperative that the conditional autonomy of all persons and groups be maintained.